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Course Profiles

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Course Profile

English

Grade 9
Academic

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• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
Identifying Information:

School:
District: Toronto Catholic District School Board
Course Title: English
Grade: 9
Course Type: Academic
Ministry Course Code: ENG1D
Secondary Policy Document: The Ontario Curriculum Grades 9 & 10 English
Publication Date: 1999
Credit Value: 1

Department: English
Course Developer(s):
Development Date: February 1999
Course Revisor(s):
Revision Date:
Additional Codes:

Description/Rationale
This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, novels, plays, and short essays. They will also investigate and create media works. An important focus will be the correct and effective use of spoken and written language. This course profile demonstrates one way in which the expectations from the Grade 9 Academic English course could be organized into units.

How This Course Supports The Ontario Catholic School Graduate Expectations

The primary goal of Catholic education is to graduate young men and women who are discerning believers in the saving story of Christ. They are challenged to become responsible citizens, based on the centrality of a tradition of Church social teaching which balances the sacred dignity and value of the human person with a striving for the common good. The goal for educators is to assist young people to think compassionately and reflectively and act in a manner consistent with the values of Jesus Christ. Education in the Catholic school system nurtures the vision that the glory of God is realized when each person is able to reach his/her full potential while acknowledging human weakness and limitation as creations of God. To that end, this course encourages students to find and to value their own voice and encounter literature which helps develop their growing awareness of personal growth and relationship, responsibility to the world and its peoples. Students begin working towards Catholic Graduate Expectations in grade 9 but will continue on their journey through to grade 12, and indeed, for the rest of their lives.

Unit Titles (Suggested Time and Sequence) [Units must total 110 hours]

Unit 1	Storytelling: Short Stories and Myths	20 hours
Unit 2	Novel Study	20 hours
Unit 3	Poetry	10 hours
Unit 4	Drama	15 hours
Unit 5	Non-Fiction: Media & Prose	20 hours
Unit 6	Skills: Writing Process: Improving Written Work & Language Study and Independent Learning	25 hours

Unit Organization

Unit #1: Storytelling: Short Stories and Mythology

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Description:
In the storytelling unit students will read and demonstrate their understanding of short stories and myths in discussions and reflections that will assist in the development of their personal and social well being. Students will apply various strategies to read, understand, and interpret information and ideas based on Christ's teaching of compassion and understanding. They will demonstrate their understanding through reflective discussions, group work and writing.

Ontario Catholic School Graduate Expectations: 1g,1h, 2a, 4a, 4b, 6c, 7f, 7g, 7j
Strand(s): Literature Studies and Reading; Writing; Language
Overall Expectations: LIV.01-02D, 03B; WRV.01-05D; LGV.01D, 02B; MDV.01-02D
Specific Expectations: LI1.01-02D, 03B, 04-08D; LI2.02D; WR1.02-04D; WR3.01-03D; WR4.01D, 02B, 03D, 04B; LG1.01B, 03B, 04B, 05D, 06B, 07B; LG2.01-04D; MD2.01-03D

Unit #2: Novel Study

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Description:
In this unit students will reflect sensitively upon the saving story of our Christian faith, as they relate it to their understanding of the novel genre. This realization regarding the connectedness of our Christ-centred human experience will form their critical analysis, discussion and activities as they explore the text.

Ontario Catholic School Graduate Expectations: 1a, 2a, 2c, 3a, 3b, 3c, 4a, 4c, 4f, 5a, 5e, 7b,
Strand(s): Literature Studies and Reading; Writing; Language
Overall Expectations: LIV.01-02D, 03B; WRV.04-05D; LGV.01D, 02B; MDV.02D
Specific Expectations: LI1.01D, 03B, 06-07D; LI3.03D; WRI.03D; WR2.01D; WR3.03-06D; WR4.01D, 02B, 03D, 04B; WR5.01D, 02B, 03D, 04B; LG1.04B, 05D, 06-07B; LG2.01-05D; MD2.01D

Unit #3: Poetry

Time: 10 hours, plus 2 hours for skills development (Unit 6)

Description:
Poetry calls upon the students to observe and reflect on the mystery and the spiritual essence of the world. Activities such as personal writing and collaborative learning will demonstrate their understanding of poetic forms and the growing awareness of their personal relationship with God, with others, with nature, and indeed with the world around them.

Ontario Catholic School Graduate Expectations: 1g, 2a, 4a, 4b, 5a, 7j
Strand(s): Literature Studies and Reading; Language; Writing
Overall Expectations: LIV.01D, 03B; WRV.02D; LGV.01D, 02B
Specific Expectations: LI1.01D, 03B, 06-07D; WR3.01D; LG1.04B, 05D, 06-07B; LG2.05D

Unit #4: Drama

Time: 15 hours, plus 2 hours for skills development (Unit 6)

Description:
In this unit students will read, discuss and critically analyze dramatic text, in light of Jesus' teaching and life of service. They will work collaboratively to demonstrate the skills of reflection, meaningful communication and Christian leadership, as they explore the identified play(s).

Ontario Catholic School Graduate Expectations: 1a, 3a, 3b, 4a, 4b, 4f, 5c, 5e, 5f,
Strand(s): Literature Studies and Reading; Writing; Language
Overall Expectations: LIV.01-02D, 03B; WRV.02D; LGV.01D, 02B; MDV.02D
Specific Expectations: LI1.01D, 06B, 08D; LI2.01D; LI3.02D; LG1.02B, 05D, 06-07B; LG2.02-06D; MD2.01D

Unit #5: Non-Fiction: Media and Prose

Time: 20 hours, plus 1 hour for skills development (Unit 6)

Description:
Students will examine, deconstruct and evaluate media and non-fiction genres in light of their calling to create a just and compassionate society. Students will also demonstrate the ability to work as respectful collaborative learners in the discussion, writing, and in the design and creation of their own media productions.

Ontario Catholic School Graduate Expectations: 1d, 2a, 2e, 3d, 3e, 4a, 4b, 5a, 7j
Strand(s): Media Studies; Writing
Overall Expectations: LIV.01-02D, 03B; WRV.01-03D; LGV.01D, 02B; MDV.01-02D
Specific Expectations: LI1.01D, 04-05D, 07D; LI2.03D; LI3.01D, 03D; WR1.01-02D; WR3.04D; LG1.03- 04B, 05D, 06-07B; LG2.02-03D; MD1.01B, 02-04D; MD2.01-03D

Unit #6: Skills - Writing Process: Improving Written Work and Language Study Independent Learning

Time: 25 hours integrated throughout the course

Description:
In this unit students will enhance their Catholic faith journey by realizing that language can be used as a tool to express their relationship with the world, as believers in the story of Christ. To that end, students will develop language skills that allow them to communicate with sensitivity, fluency and accuracy. The study of language and writing is integrated and is ongoing into each of the units of this program.

Ontario Catholic School Graduate Expectations: 2c, 2e, 3b, 3c, 3e, 4b, 4e, 4f, 5c, 5e, 7b,
Strand(s): Writing; Language
Overall Expectations: LIV.01-02D, 03B; WRV.01-05D; LGV.01D, 02B; MDV.01- 02D
Specific Expectations: LI2.03D; WR1.01-4D; WR2.01-02D; WR3.01-06D; WR4.01D, 02B 03D, 04B; WR5.01D, 02B, 03D, 04B, 05-06D, 07-16B; LG1.01-4B, 05D, 06-07B; LG2.07D

Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
• Personal Reflection	• Reflection • Reader Response Journal • Personal Journal Writing	**Print** • Novel(s) • Play(s) • Poetry Anthology • Collection of Non-Fiction and Media Readings (e.g., Newspapers and Magazines) • Writing and Language Resource Texts • Short Stories • Mythology Collection • NRSV Bible • Dictionaries and Thesauri **Software/Video** • Desktop Publishing Program (e.g., Microsoft Word) • Internet • CD-ROMs **Hardware** • Portfolios • TV/VCR • Computers • CD Player • Video camera • Videotapes
• Group Work • Daily Participation	• Observation: • Informal & Formal Teacher Observation	
• Conferences	• Conferencing • Anecdotal Notes, Teacher Logs, Probe Questions, Checklists	
• Written Responses	• Seminars • Written Assignments • Portfolio Work Samples • Homework Checklists	
• Creative Extensions	• Media Products • Personal Poetry • Narrative Extensions • Writing in Role • Scripts/Storyboards	
• Analytical Writing	• Formal Paragraphs • 5 Paragraph Expository Writing Piece	
• Independent Research Project	• Research Project Assessment Tools Will Include: Checklists, Marking Schemes, Rubrics,- Anecdotal Comments With Suggestions for Improvement, Self and Peer Evaluation	

Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. To that end, in the grade 9 Academic English course, teachers will employ a variety of assessment strategies which will form their final evaluation of student performance. While assessment strategies should be intimately linked to specific teaching strategies, final evaluation will be determined by recognizing a consistent level of achievement, based on established criteria. The criteria of 1) Knowledge/Understanding 2) Thinking/Inquiry 3) Communication and 4) Application are found in the Achievement Chart in The Ontario Curriculum Grades 9 and 10 English.

The Grade 9 Academic English course is founded on the principles of sound assessment and evaluation, with a variety of teaching and assessment strategies which are comprehensive and informative. In Catholic education, the assessment and evaluation must respect individual differences and build on a tradition of collaboration and the promotion of self-esteem.

The Grade 9 Academic English course stresses theoretical approaches and concepts, and incorporates practical applications as appropriate. While the final evaluation measures have been organized by assessment tools, each tool crosses into the four categories of knowledge and skills in English. Absences and punctuality are recorded separately and not considered in the determination of the percentage grade. Grades are criterion-referenced (based on how well a student does relative to the stated standards), instead of norm-referenced (based on how well a student does relative to the performance of other students).

Final Course Grade

Knowledge/Skill Category Weighting	**%**	**Course Grade Weighting**	**%**
To be developed:			

Additional Information

Course Notes

The grade 9 Academic English course has as its foundation the desire to develop students' theoretical and, where appropriate, practical application of literature and language. As such, it is concerned with all developmental aspects of the student: intellectual, emotional, social, and spiritual. Practical considerations of which the teacher should be mindful include:

1. The grade 9 Academic course is a prerequisite for either the grade 10 Academic or grade 10 Applied course, as well as the grade 10 literacy test.
2. Unit 6 (Skills) should be ongoing *throughout* the entire course, and integrated into the study of literature, media, and non-fiction.
3. The Independent Study Project is intended to be a summative form of evaluation and as such, the final product should be completed towards the end of the term, although process work should be assessed throughout the course.
4. Modifications must be made, where appropriate, based on individual learning styles.
5. Similarly, the course has been designed to reflect a wide variety of teaching strategies and assessment tools, to accommodate differing learning modalities.
6. Selection of texts should be sensitive to the community in which the curriculum is delivered and should also be representative of the cultural groups which make up the Canadian mosaic.
7. The Ontario Catholic Graduate Expectations reflect a spiral curriculum that echoes and develops as the student progresses through their high school education. Grade 9 should, therefore, be seen as a step on the journey.
8. If a teacher follows this course profile and all of its activities, he/she can be assured of giving students opportunities to fulfill all of the overall and specific Expectations mandated for the Grade 9 Academic English Course.
9. Technology is used as a research tool throughout the course. Therefore, it is imperative that teachers instruct students in the appropriate use of technology, with particular reference to critical and ethical use of the Internet.

OSS Policy Applications (Ministry of Education and Training)

Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999
The Ontario Curriculum, Grades 9 and 10: English 1999
Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements 1999
The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment

Course Evaluation

In order for teachers to ensure program effectiveness, English departments must evaluate their course. When completing this review, colleagues should check for a program which respects the principles of evaluation, namely, that the strategies are: comprehensive, valid, informative, equitable, ethical and collaborative. For example, tests must be examined to explore how many of the different levels of thinking are being required. A teacher must consider whether questions are based primarily on content, or whether they are equitably distributed between content, comprehension, analysis, synthesis, application, and evaluation, thus ensuring a valid and reliable result.

Unit #1

Title: Storytelling: Short Stories and Mythology

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Unit Description
In the storytelling unit, students will read and demonstrate their understanding of short stories and myths in discussions and reflections that will assist in the development of their personal and social well being. Students will apply various strategies to read, understand and interpret information and ideas based on Christ's teaching of compassion and understanding. They will demonstrate their understanding through reflective discussions, group work and writing.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1g, 1h, 2a, 4a, 4b, 6c, 7f, 7g, 7j

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.01-05D; LGV.01D, 02B; MDV.01-02D

Specific Expectations: LI1.01-02D, 03B, 04-08D; LI2.02D; WR1.02-04D; WR3.01-03D; WR4.01D, 02B, 03D, 04B; LG1.01B, 03B, 04B, 05D, 06B, 07B; LG2.01-04D; MD2.01-03D

Activity Titles (Time and Sequence)

Activity 1	Welcome to the World of the Story	300 minutes
Activity 2	Up Close and Personal: The Character Study	180 minutes
Activity 3	A Picture is Worth a Thousand Words: Creative Extension Activity	120-180 minutes
Activity 4	The Story Echoes: Myth Exploration and the Archetype	240 minutes
Activity 5	Words, Words, Words	60 minutes + integrated
Activity 6	Visiting Mount Olympus: Presenting a God/Goddess	180 minutes
Activity 7	Telling your Story	360 minutes

Unit Planning Notes

- Teachers should be aware that time used to complete the process work on writing assignments may be taken from/cross referenced with Skills Unit 6, as this unit is intended to be integrated throughout the course.
- As the Storytelling Unit is intended to be the first unit delivered in this course, teachers should take the time to incorporate diagnostic testing of reading and writing ability of students for the purposes of identifying the need for remediation.
- While one hour has been formally assigned in this unit to explore the etymology of words, this study should continue to be interspersed throughout the course.
- An introductory discussion of archetypes can be enhanced when students are invited to see how other cultures and times have struggled with the meaning of their existence, while allowing Catholics an opportunity to explore the symbolic patterns within their own scripture and artistic tradition.
- As the final summative assignment, students should be offered the choice between writing their own short story or myth.

Prior Knowledge Required

- Familiarity with the myths and legends of the Hebrew scriptures

Teaching/Learning Strategies

- discuss and collaborate in a group setting/contribute to a daily discussion
- engage in writing process
- conference with peers and teacher
- participate in classroom reading
- reflect via journal writing
- jigsaw around literary terms
- research, develop and participate in small group presentation
- formulate responses to questions as assigned

Assessment/Evaluation

Diagnostic and Formative Assessment:
- assess reading and writing ability for the purpose of identifying the need for possible remediation
- peer and self evaluation
- response journals
- homework questions
- informal and formal teacher observation/roving conferences
- jigsaw discussions
- preparation of the oral presentation (process)

Summative Evaluation:
- character sketch and literary character profile
- oral presentation (product)
- creative extension activities associated with short stories
- short story or myth
- unit test which addresses the four areas of achievement

Resources

- a short story collection, mythology collection, glossary of literary terms, etymology text
- CD ROMs or videos with references to mythological figures
- NRSV Bible, Vatican Library web site

Activity #1

Title: Welcome to the World of the Story

Time: 300 minutes

Description
This first activity has as its primary goal the opportunity for students to read and discuss short works of narrative fiction and to introduce students to the various elements of fiction writing. Story holds pride of place in the Christian tradition because it is through narrative that a community's identity and purpose is forged. Some of the techniques recommended in this activity are a jigsaw around the literary terms and the completion of a plot graph.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms (LIV.02D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately (WRV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role-playing, and reporting/presenting specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
- locate explicit information and ideas in texts to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- explain how readers' different backgrounds might influence the way they understand and interpret a text (LI1.07D)
- use knowledge of elements of the short story to understand and interpret examples of the genre (LI2.02D)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and the intended audience of oral and written work (LG1.04B)
- recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06B)
- communicate in group discussions by sharing the duties of the group (LG2.02D)

Planning Notes

- As this is the first unit of the course, teachers will administer a diagnostic reading and writing test for the purpose of identifying students who will require remediation and modification of their program. The results of these tests are not intended to be used in the calculation of student grades.
- This first activity is intended to act as an introduction to the world of literature and all it can afford. While teachers will read approximately four to five stories, they will be interspersed among activities one to three. Stories will be chosen from the selected anthology text. Teachers should be mindful to select stories which include Canadian content and which are respectful of the community in which the curriculum is being delivered.
- After students have been introduced to the literature, teachers will allow them to jigsaw around the relevant literary terms, such as: plot, plot graph, conflict, setting, mood/atmosphere, point of view, character, characterization, theme, symbol, suspense, foreshadowing, imagery and irony.

Teaching/Learning Strategies

- During the introduction of the first story, the teacher will have each student read a brief passage orally, in order to diagnose any reading difficulties that may exist in the class and in order to facilitate remediation (see Accommodations).
- Students will participate in journal writing throughout the course. Response journals will be employed as a vehicle for sharing personal reactions to texts under study. The teacher will provide prompts as needed, asking questions such as: a) Imagine yourself as the protagonist; how do you feel? b) It is the day after the last episode in the story; what will you do? c) Do you have any questions you'd like to ask the protagonist?
- The teacher will have students submit their first response journal for the purpose of diagnosing any writing and/or comprehension difficulties that may require remediation or support.
- Students will participate in classroom reading and contribute to daily discussion of the stories.
- Students will formulate responses to questions as assigned. (The teacher will be mindful of Bloom's taxonomy when assigning questions.)

- The teacher will facilitate the jigsaw process by setting up the "home groups." In "home groups", each student will take responsibility for 3 to 4 literary terms. Students will then meet with their "expert groups" and solidify their understanding of the terms, with the help of the text or teacher provided glossary. Students will then return to their "home group" and share their understanding of the assigned literary terms.
- During the jigsaw process the teacher will circulate throughout the classroom, conferencing with students regarding both the process and the terms, i.e., via roving conferences.
- The teacher will follow up the jigsaw activity with a review of the various literary terms.
- Students will continue to work with the selected stories throughout the next two activities.

Assessment/Evaluation

Diagnostic and Formative Assessment:
- diagnostic testing for reading and writing
- informal and formal teacher observation of group jigsaw discussions (**Appendix 1.1**)
- roving conferences
- homework checks of questions assigned
- self evaluation of participation in the jigsaw activity (**Appendix 1.2**)

Summative Assessment:
- questions of a summative nature on the unit test

Accommodations
- a scribe as required (a peer, a peer tutor or educational assistant)
- reduction in the amount of content and/or number of questions for which a student is responsible
- audiotapes/peer helper reading aloud
- read aloud to the teacher instead of the class

Resources
- a short story collection; some recommended anthologies include Inside Stories I, HBJ; Transitions, HBJ; Transformations, HBJ; Global Reading Safari, Nelson; The Issues Collection, McGraw Hill; Identity and Learning, HBJ; Between Worlds, Rubicon Press Inc.

Activity #2

Title: Up Close and Personal: The Character Study

Time: 180 minutes

Description

In this activity students will understand and apply the concepts of character development and create a character sketch and a literary character profile. The activity will culminate in students pairing up and conducting an interview to ascertain the physical characteristics, personality attributes, values, and beliefs of a selected individual. The study of character will foster in students a sensitivity to the uniqueness and inviolability of each person. Included in this activity is an introduction to the writing process, which will also be integrated throughout the entire course.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations The graduate is expected to:
- respect the faith traditions, world religions and the life-journeys of all people of good will (1h)
- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- value and honour the important role of the family in society (6c)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)
- contribute to the common good (7j)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:
- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
- locate explicit information and ideas in texts, to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- use knowledge of elements of the short story to understand and interpret examples of the genre (LI2.02D)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage (LG1.05D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06B)
- recognize, describe, and use correctly, in oral and written language the conventions of standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)
- communicate in group discussions by sharing the duties of the group (LG2.01D)

Planning Notes

- As an option for the character sketch assignment, teachers/students can invite a guest to the classroom to be interviewed. The objective for students is to craft "the perfect question" to "get the scoop". Students will work on making the connections between their observations and their inferences. This is a skill they will continue to develop throughout the course. Questions will be prepared in advance.
- Before students complete the character sketch assignment, teachers will ensure that students comprehend the concepts of character, direct and indirect characterization, and static versus dynamic characters.
- While both written assignments (the character sketch and the literary character profile) will be checked for completion, students need only choose one for assessment, and as a possible submission to their writing portfolio.
- As this is the first written assignment where students will take their writing from the prewriting stage through drafting to a final product, teachers will ensure that they instruct the students about the required steps and protocols in the writing process: prewriting, drafting, conferencing, revising and editing.

Teaching/Learning Strategies

Character Sketch
- Students will be introduced to the writing process, its steps and the qualities which constitute each.
- The teacher will outline expectations for both character related assignments.
- Students will create a list of interview questions designed to discover the personal qualities and values of the individual they select to interview.
- Students will conduct interviews in pairs, questioning either one another or as indicated above, a guest who visits the classroom. Students might choose to leave the classroom, and interview someone from the community, (e.g., someone working in a career field to which they aspire).
- Students will individually organize the information from their interview into a descriptive paragraph.
- Students will participate in conferencing, editing and revising their work.
- The teacher will conference with students as required.

Literary Profile
- Students will select a character from one of the stories under study.
- Students will create an observation inference chart which will indicate the evidence supporting their perceptions of the character.
- Students will write a descriptive paragraph based on a literary character.
- The teacher will review the concepts relevant to character that were introduced in the group jigsaw activity. (Unit 1, Activity 1)

Assessment/Evaluation

Formative Assessment:
- informal and formal teacher observation of interviewing skills and commitment to task
- peer and self evaluation of writing and editing process

Summative Assessment:
- character sketch and literary character profile via criteria checklist, developed collaboratively by teachers and students
- questions of a summative nature on the unit test

Accommodations

- reduction of content or requirements, or an audiotape of the short stories
- one-on-one conferencing with teacher or peer, for clarification and/or support
- a comparative study of two characters from two different stories in lieu of the literary character profile, for greater challenge

Resources

- texts which introduce students to the writing process e.g., Bridges 3, Prentice-Hall; Steps to Better Writing; Reading and Writing for Success, HBJ.

Activity #3

Title: A Picture Is Worth A Thousand Words: Creative Extension Activity

Time: 120 - 180 minutes

Description
In this activity students will extend one of the stories they have read in class and complete a creative project. This extension can take a variety of forms, from a film treatment (a paragraph-form plot outline that could later by developed into a script) to a poster based on a story, poem or painting.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- understand that one's purpose or call in life comes from God and strive to discern and live out this call throughout life's journey (1g)
- demonstrate flexibility and adaptability (4b)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays (LIV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect (MDV.02D)

Specific Expectations Students will:
- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- locate explicit information and ideas in texts to use in developing opinions and interpretations (LI1.03B)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.04D)

- explain how readers' different backgrounds might influence the way they understand and interpret a text (LI1.07D)
- use knowledge of elements of a short story such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre (LI2.02D)
- use a unifying image, mood, or voice to structure descriptive paragraphs or poems (WR3.01D)
- adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation (MD2.01D)
- create media works for different purposes and explain how each has been designed to achieve its particular purpose (MD2.02D)
- create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience (MD2.03D)

Planning Notes

- Two of the major assignments in this unit (character sketch and short story/myth) involve writing. In order to provide variety, students are encouraged to apply their knowledge in this activity via a creative extension which allows them to produce a media work, whether it be electronic media or non-electronic media, such as visual arts. Teachers will offer a variety of options and students will select the one they feel best equipped to complete.
- An option for teachers and students can be a sharing day at the end of the unit, where students can choose one of their major works from the unit.
- Another option for teachers is to direct students to the Vatican Library Web Site where they might find works of art which reflect Church history and traditions. Students can use these as either inspiration for their own art work or for their own written extensions.

Prior Knowledge Required

- a solid comprehension of the story which they are using as their foundational piece

Teaching/Learning Strategies

- Teachers will brainstorm ideas for a project with the students. Suggestions include: a film treatment, a poster, a collage, a poem or series of poems, a slide presentation, a new ending for a story, a 3-D model of a setting. All options should have their foundation in the original story which the student selects. Students may work individually, in pairs or in groups.
- The teacher will outline the expectations for the project. The following can be considered in the development of a checklist: correlation to the original story, application of ideas, aesthetic value, originality and creativity.
- Students will creatively explore one of the stories they have read, via the design and production of a creative response.
- Throughout the project students will conference with peers and teacher regarding their own ideas and progress.
- Students will present their product in its final form (see planning notes above for one possible option).

Assessment/Evaluation

Formative Assessment:
- informal and formal teacher observation of students' process through the activity
- peer and self evaluation

Summative Assessment:
- final creative product via criterion referenced checklist

Accommodations

- This assignment is well suited to students with special needs, as the choice it affords them will allow students to select an option that speaks to their respective strengths.

Resources

- art supplies and media equipment
- Video in Focus, Flynn & Hone.
- Vatican Library web site (Art History)

Activity #4

Title: The Story Echoes: Myth Exploration and Archetype

Time: 240 minutes

Description
In this activity students will be introduced to the central place of myth in our culture. They will explore the concept that truth and meaning are not solely revealed through science and technology, but are also conveyed in the stories that are most precious to a given people. The concept of archetype will inform how students analyze the mythological stories under study.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- understand that one's purpose or call in life comes from God and to strive to discern and live out this call throughout life's journey (1g)
- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- value and honour the important role of the family in society (6c)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays (LIV.02D)

- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (LI1.03B)
- locate explicit information and ideas in texts, to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- Explain how readers' different backgrounds might influence the way they understand and interpret a text (LI1.07D)

Planning Notes

- This activity is the first one in the sub-unit of mythology, and students will be exposed to myths from a variety of different cultures, such as Greek, Norse, Native peoples, African, Asian, Celtic, and Scandinavian. The study of mythology allows students the opportunity to examine myths that are central to their own traditions, e.g., the two creation stories of Genesis. (Creation of the world and the Adam and Eve story.)
- The concept of the archetype will be introduced in this activity but will resurface and be explored throughout the course, as it relates to the larger issue of universal themes and storytelling.
- Teachers will select myths which are representative of the cultural backgrounds of the students in the class.
- This activity can provide teachers with an ideal opportunity to team teach with either members of the chaplaincy team or the religion department.
- Teachers can also team-teach with a member of the art department regarding works of art which are visual representations of classical and Biblical mythology, (e.g., Botticelli's "Birth of Venus", Delacroix's "Adam and Eve", the engravings of William Blake).

Prior Knowledge Required

- familiarity with the stories in the Hebrew scriptures (Old Testament)

Teaching/Learning Strategies

- Students will participate in classroom reading and contribute to daily discussion on the selected myths.
- The teacher will introduce the concept of archetype through readings, formal instruction and classroom discussions. A grade appropriate definition of archetype can be found in Myth and Meaning (Gage).
- Students will reflect via journal writing. The teacher will facilitate journal writing by providing students with prompts.

- Students will formulate responses to questions as assigned e.g., comprehension and application questions, such as, "Who is a hero in your life?", " Who has functioned as a Merlin character in your life?", and "Have you ever known a trickster?"
- The teacher will complete homework checks as required.

Assessment/Evaluation

Formative Assessment:
- homework questions for completion
- response journals for completion and thoroughness of reflection
- class participation via informal observation

Summative Assessment:
- questions of a summative nature on the unit test

Accommodations

- audiotapes or peer reading aloud to facilitate understanding
- reduction of content or questions required, or additional clarification
- modification and/or clarification of test questions, as required
- further reading of Carl Jung and Joseph Campbell, for greater challenge
- exploration of how the heroic journey is illustrated in a contemporary film

Resources

- a mythology text, e.g., Myth and Meaning, Gage; Mythic Voices, Nelson; Myths Within, Gage; Myths, Legends and Fables; Man the Myth-Maker, HBJ; An Anthology of Canadian Native Literature in English, Daniel David Moses (ed.)
- The New Revised Standard Version Bible
- a reference text dealing with archetypes and the heroic journey, e.g., The Writer's Journey, Vogler; The Hero with a Thousand Faces, Campbell; Myths, Gods, Heroes and Saviors, Biallas; Myths to Live By, Campbell; Man and His Symbols, Jung; First People, First Voices, Petrone (ed.); One Bit of Truth: An Anthology of Canadian Native Literature, Grant (ed.); Myths Within, Native Voices, Ahenakaw, Gurdipy, Lafond (eds).

Activity #5

Title: Words, Words, Words

Time: 60 minutes + integration time

Description

In this activity students will be introduced to the concept of the etymology of words. While this activity will be delivered as a formal lesson, it will be followed up by integrating the concepts covered throughout the remainder of the unit, and indeed the remainder of the course.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- Respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Language

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:
- select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values (LI1.02D)
- locate explicit information and ideas in texts to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- explain how the background of the author might influence the information and ideas in a text (LI1.08D)
- describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities (LG1.01B)
- identify words borrowed from other languages, and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins (LG1.03B)

Planning Notes

- This activity is best delivered via a teacher-directed formal lesson.
- The study of etymology will be integrated via informal instruction throughout the rest of the unit and the rest of the course.

Teaching/Learning Strategies

- The teacher will introduce the concept of word study via etymology, e.g., meaning, prefixes, suffixes, Latin roots, Greek roots.
- Students will explore the etymology of words based on their study of mythology and other literature throughout the course.
- Students will participate in the classroom reading of myths.
- Students will formulate responses to questions concerning the etymology of words, as assigned e.g., as found in Myth and Meaning.
- The teacher will provide appropriate background information.

Assessment/Evaluation

Formative Assessment:
- homework checks for questions assigned

Summative Assessment:
- questions of a summative nature on the unit test

Accommodations

- peer buddy using NCR/carbon paper or scribe taking down class notes
- reduction of content or questions assigned
- modification and/or clarification of test questions

Resources

- Myth & Meaning, Gage and/or other text that explores word etymology
- Oxford English Dictionary or similar
- The Nature of Greek Myths, G.S. Kirk

Activity #6

Title: Visiting Mount Olympus: Presenting a God/Goddess

Time: 180 minutes

Description
In this activity students will work with a peer to research and present a mythological god/goddess or hero/heroine to the whole class. Students will be encouraged to engage their audience through a creative means of presenting their material. As well, they will attempt to make the connections between their own faith tradition and those of other peoples of the world.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- contribute to the common good (7j)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)

- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays (LIV.02D)
- use a variety of print and electronic sources to gather information and explore ideas for their written work (WRV.01D)
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work (WRV.03D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials (LI1.02D)
- locate explicit information and ideas in texts, to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- locate and summarize information from print and electronic sources (WR1.02D)
- group and label information and ideas, evaluate the relevance, accuracy, and completeness of the information and ideas, and discard irrelevant material (WR1.03D)
- communicate orally in group discussions for different purposes (LG2.01D)
- plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit purpose and audience (LG2.03D)
- use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate to engage the audience's interest during the oral presentations (LG2.04D)

Planning Notes

- Teachers will link with the teacher-librarian for this unit, to enable students to learn about the available resources where they can access appropriate research materials, such as the internet, CD ROMs, encyclopedias and multi-media sources.
- Students will be encouraged to make their presentations engaging for their audience. As such, research will be presented in a meaningful and creative manner and might include something such as a 3D model of a throne "fit for a god/goddess."
- Students will also be encouraged to find similarities and differences between the mythological gods and the presentation of our Christian God, as communicated in our scriptural tradition. Alternatively, they might explore issues such as the portrayal of the Christian motif in the Arthurian legends.

Teaching/Learning Strategies

- The teacher will collaborate with a librarian regarding orienting students to library research skills.
- The teacher will outline the expectations of the assignment.
- Students will research a god/goddess or hero/heroine, via a visit to the library where they will be introduced to various research skills and materials.
- Students will collaborate with a partner on their presentation.

- Students will prepare a presentation of approximately 5 minutes in length. Students will prepare notes to guide them in their presentation, and while the notes should be checked for completion, no formal report need be submitted. Students may include visuals to heighten interest in their presentation.
- The teacher will conference with students regarding ideas and progress.
- Students will make a presentation with a partner.

Assessment/Evaluation

Formative Assessment:
- peer and self evaluation
- informal teacher observation regarding process

Summative Assessment:
- oral presentation product via the use of a criterion referenced rubric (Appendix 1.3)
- questions of a summative nature on the unit test

Accommodations

- student-directed mini-workshops on use of specific computer software (possibly outside of class time)
- presentation made to the teacher on a "one-to-one," if there are significant difficulties with oral communication
- groups of students brainstorm a variety of options from which they can select presentation strategy

Resources

- library resources, such as the Internet, CD ROMs encyclopedias, multi-media resources and written texts
- The Teacher's Complete and Easy Guide to the Internet, Heide & Stilborne, Trifolium Books Inc.

Activity #7

Title: Telling your Story

Time: 360 minutes

Description
In this activity students will have the choice of writing their own creative short story or myth, using the conventions which they have learned through their study of this unit. This assignment, along with the unit test, forms the summative evaluation. Students will be encouraged to communicate their story sensitively, while affirming through this activity, their own voice and imaginative capacity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- understand that one's purpose or call in life comes from God and to strive to discern and live out this call throughout life's journey (1g)
- listen actively and critically to understand and learn in light of gospel values (2a)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Writing; Language

Overall Expectations At the end of Grade 9, students will:
- identify the literary and information forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information (WRV.02D)
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:
- use a unifying image, mood, or voice to structure descriptive paragraphs or poems (WR3.01D)
- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence (WR3.05D)
- revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity (WR4.01D)
- revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language (WR4.02B)
- make constructive suggestions to peers (WR4.03D)
- consider reactions from teachers, peers, and others in revising and editing written work (WR4.04B)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- recognize, describe, and use correctly in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06B)

Planning Notes

- Once again, teachers will stress the steps in the writing process, as this will be the second writing assignment of this unit.
- It is important to allow for student choice in this activity, as our expectation is that they will continue their journey toward discovering their own voice and developing personal accountability.

- Teachers can facilitate student writing by taking them through pre-writing exercises and/or students can collect writing prompts, e.g., photographs, paintings, fragments of other stories and headlines from supermarket tabloids.
- As an option, students may wish to invite a storyteller into the classroom or teachers may wish to plan a field trip to hear a storyteller perform.
- As a prewriting activity teachers can invite students to share stories that resonated with them or that they remember from their childhood. Students might be further encouraged to explore why those stories have remained memorable. Stories might be from literature, family or scripture traditions.

Teaching/Learning Strategies

- The teacher will outline the expectations of the assignment.
- The teacher will facilitate the writing of the story or myth, via the assigned pre-writing activities.
- Teachers may encourage students who select the myth option to write myths which are more reflective of our modern times.
- Students will engage in the writing process via pre-writing, conferencing, drafting, revising and editing of their own personal short story or myth.
- The teacher will conference with and support students throughout the process.
- Students will collaborate in a group setting, sharing short story or myth, process work and ultimately their products (see planning notes in Activity 3 of this unit regarding a possible method for sharing of work).

Assessment/Evaluation

Formative Assessment:
- peer and self evaluation of drafts
- roving conferences regarding writing process

Summative Assessment:
- short story or myth via criterion referenced checklist (Appendix 1.4)

Accommodations

- one-on-one conferencing with teacher or peer for support
- reduction of requirements
- a scribe, as required
- an oral narrative as opposed to a written product

Resources

- texts helpful in the instruction of narrative technique, e.g., Bridges 3, Prentice-Hall; Reading and Writing for Success, HBJ; The Writer's Companion, Prentice-Hall Ginn; The Writer's Journey, Braun-Brunfield, Inc.
- resources valuable to use in the pre-writing phase, as a source for writing prompts, e.g., The Mysteries of Harris Burdick, Van Allsburg; tabloid newspapers; paintings; and photograph

Unit #2

Title: Novel Study

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Unit Description
In this unit students will reflect sensitively upon the saving story of our Christian faith, as they relate it to their understanding of the novel genre. This realization regarding the connectedness of our Christ-centred human experience will form their critical analysis, discussion, and activities as they explore the text.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1a, 2a, 2c, 3a, 3b, 3c, 4a, 4c, 4f, 5a, 5e, 7b

Strand(s): Literature Studies and Reading; Language; Writing

Overall Expectations: LIV.01-02D, 03B; WRV.04-05B; LGV.01D, 02B; MDV.02D

Specific Expectations: LI1.01D, 03B, 06-07D; LI3.03D; WRI.03D; WR2.01D; WR3.03-06D; WR4.01D, 02B, 03D, 04B; WR5.01D, 02B, 03D, 04B; LG1.04B, 05D, 06-07B; LG2.01-05D; MD2.01D

Activity Titles (Time and Sequence)

Activity 1	Let's Get Started: Pre-reading, Reading, and Post-reading Content Quiz on the Assigned Novel	90 minutes
Activity 2	Response Journals: Tell Me What You Think	120 minutes, interspersed
Activity 3	Exploring the Novel: Examining Literary Terms and Themes in the Novel	300-420 minutes
Activity 4	Taking the Novel to Another Level: Creative Extension Activity	420-600 minutes
Activity 5	An Expository Essay	300-420 minutes

Unit Planning Notes

- The time required for students to complete all of the steps in the writing process connected to the instruction of the five paragraph expository writing piece should be taken from the time allowed in Skills Unit 6.
- For the creative extension activity students may choose between a dramatization and a video project, based on availability of resources and student preference.
- The study of the novel genre should alert students to the themes which either support or challenge the values of Jesus' kingdom of God.

Teaching/Learning Strategies

- Reflect in written form on the literature.
- Reflect upon self and peer's contribution.
- Discuss and collaborate in a group setting.
- Participate in daily discussion in small and large group settings.
- Conference with peers and teacher.
- Prepare an analysis of prescribed texts based on literary terms and/or issues.
- Respond to questions as assigned.
- Explore and respond creatively to the texts studied.
- Explore, through critical analysis, the issues and themes of the text(s) under study.

Assessment/Evaluation

Diagnostic and Formative Assessment:
- Reader response journals
- Informal and formal teacher observation
- Checklist
- Content quiz
- Analysis questions
- Script-writing and rehearsals
- Completion of steps in writing of expository writing piece

Summative Evaluation:
- Dramatization or video product
- Five-paragraph expository writing piece

Resources

- some suggested novels: The Giver; The Chrysalids; Z for Zachariah; Forbidden City; Cue for Treason; I Heard the Caged Bird Sing; Bessy Brown; The Friends; Of Mice and Men; The Island Keeper; The Leaving; Roll of Thunder Hear My Cry; Who Has Seen the Wind; Never Cry Wolf
- Video in Focus, Rick Hone & Liz Flynn
- a glossary of literary terms, e.g., A Glossary of Literary Terms, Abrams; A Dictionary of Literary Terms, Holman
- video camera, VCR, videotapes

Activity #1

Title: Let's Get Started: Pre-Reading, Reading, and Post-Reading Content Quiz on the Assigned Novel

Time: 90 minutes

Description
Students will have been assigned a novel to read in advance of this unit (approximately 2-3 weeks). Silent in-class reading time should be provided during this time (i.e. 15 minutes at the beginning of a class, 5-6 times during the previous unit). As preparation for their study of the novel, students will be given pre-reading questions as a means of prompting their reflection and engaging them in their reading. On the first day of the unit, students will complete a content quiz, intended to assess knowledge and understanding of the text material.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- respect the rights, responsibilities and contributions of self and others (5e)
- accept accountability for one's own actions (7b)

Strand(s): Literature Studies and Reading; Language

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:
- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- use specific evidence from a text to support opinions and judgements (LI1.06D)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage (LG1.05D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06B)
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)
- communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions (LG2.01D)

Planning Notes

- Before the commencement of the unit, teachers will ensure that adequate time has been allowed for students to complete their reading of the assigned text.
- The pre-reading activity can be done several days before the novel is due to be read.
- Teachers will choose a novel that presents themes that are relevant to young peoples' struggles. This will allow the teacher and students to explore the moral implications of the novel study and to see these in light of personal moral development. A class novel or a variety of novels may be used to complete this activity.

Prior Knowledge Required

- Students must have read the selected novel.

Teaching/Learning Strategies

- The teacher will distribute novels 2-3 weeks in advance of the commencement of the unit.
- The teacher will distribute pre-reading questions to students to help facilitate their comprehension while reading and as prompts to their reader response journals, (e.g., "At this point in the novel what questions do you have that trouble you?", "Have you ever found yourself in a situation similar to the main character?", and "What do you predict will happen next?").
- Students will read the assigned novel(s).
- The teacher will introduce, in a general way, the issues raised in the novel: through large group discussion, written reflection in logs, role playing, and reflection.
- The teacher will administer a content quiz.

Assessment/Evaluation

Formative Assessment:
- informal teacher observation of students' contribution to pre-reading discussions and to the development of their oral and listening skills
- homework checks of written responses to pre-reading questions

Summative Assessment:
- content quiz

Accommodations

- modify the test as needed (e.g., allowing extra time, providing a scribe as required, reading the test aloud, reducing the number of questions, rephrasing of questions)
- audiotapes of the novel/peer helper reading aloud
- place a novel onto audiotape or to create an abridged version, for greater challenge

Resources

- a novel; some suggested titles are The Giver; The Chrysalids; Z for Zachariah; Forbidden City; Cue for Treason; The Friends; The Island Keeper; The Leaving; Of Mice and Men; Dreamspeaker; The Joy Luck Club; Foreigners; I Heard the Caged Bird Sing; Roll of Thunder Hear My Cry; Who Has Seen The Wind; Never Cry Wolf; I Heard the Owl Call My Name.

Activity #2

Title: Response Journals: Tell Me What You Think

Time: 120 minutes (integrated throughout the unit)

Description
The response journal is intended to be a vehicle for students' personal dialogue with the text. Students will be invited to share feelings, thoughts, questions, and observations regarding novel themes, characters, or issues. Response journals will be employed throughout students' reading of the novel.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- illustrate a basic understanding of the saving story of our Christian faith (1a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, evaluate new ideas in light of the common good (3b)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- respect the rights, responsibilities and contributions of self and others (5e)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information (WRV.02D)
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work (WRV.03D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)

Specific Expectations Students will:
- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (LI1.03B)

- use specific evidence from a text to support opinions and judgements (LI1.06D)
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.07D)
- demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays by selecting and using forms of writing appropriate to different purposes and audiences (WR2.01D)
- use key words from questions or prompts to organize ideas, information, and evidence in homework answers (WR3.04D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage (LG1.05D)
- recognize, describe, and use correctly in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)

Planning Notes

- The students' reflection in their journal is ongoing as they read the novel.
- Teachers will foster an atmosphere of collegial sharing of responses and ideas from students' journals.
- Teachers will allow journal writing 6-8 times during the course of this unit, (approximately 15-20 minutes per journal).

Teaching/Learning Strategies

- Students will reflect in written form on the literature.
- The teacher will provide sample prompt questions which might include:
  - What is your first reaction to the story?
  - What visual images are called to mind?
  - Reflect on what has happened in the story.
  - Tell me what you think and feel about an event and why.
  - Does anything in the story you are reading remind you of something in your own life?
  - Has anything the main character said or done caused you to question your own code of values?
  - Does anyone in the novel act as a mentor to, or "moral compass" for, the main character?

Assessment/Evaluation

Formative Assessment:
- reader response journals for completion and thoroughness of reflection (**Appendix 2.1**)

Accommodations

- number and length of reflections may be reduced
- a scribe may be provided

Resources

- "Reader Response Theory and the English Curriculum" in The English Journal, 1994, pp.37 - 44, Robert E. Probst
- Reader Response Criticism: From Formalism to Post-Structuralism, Jane Tompkins (ed.)

Activity #3

Title: Exploring the Novel - Examining Literary Terms and Themes in the Novel

Time: 300 - 420 minutes

Description
In this activity teachers will encourage students to examine literary terms and themes in the assigned novel. Teachers may have students complete this exploration via the use of small group discussions and assignments. Concepts that should be included are setting, plot, conflict, character, theme, inference, foreshadowing, and symbols. The vehicle to promote this study would be general questions, specific intensive questions and issue-related questions. In this activity students are exploring issues which support or are in opposition to Jesus' message of compassion and justice.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- illustrate a basic understanding of the saving story of our Christian faith (1a)
- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, evaluate new ideas in light of the common good (3b)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- work effectively as an interdependent team member (5a)
- respect the rights, responsibilities and contributions of self and others (5e)
- accept accountability for one's own actions (7b)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- revise the written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity (WRV.04D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:
- describe information, ideas, opinions and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)

- use specific evidence from a text to support opinions and judgements (LI1.06D)
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.07D)
- explain how authors and editors use design elements to help communicate ideas (LI3.03D)
- group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas and discard irrelevant material (WR1.03D)
- recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)
- communicate orally in group discussions for different purposes (LG2.01D)
- plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose (LG2.03D)

Planning Notes

- Students will have successfully completed the content test (Activity 1); if not, they will be retested via an oral conference with the teacher.
- Teachers will attempt to ensure that the organization of the groups is as heterogeneous as possible, reflecting varying levels of ability and differing learning styles.
- General questions are typically content and comprehension based, specific intensive questions are primarily concerned with analysis, evaluation and application of ideas, and issue-related questions involve synthesis and application of thematic concerns introduced by the literature.
- When formulating issues for consideration teachers will design questions which help students to explore moral issues and aid in their moral development, as relevant to the novel under study.
- This activity provides teachers with an ideal opportunity to re-introduce the concept of archetype and to invite students to explore its further application to the novel under study.

Prior Knowledge Required

- Students will have read the assigned novel.
- Students will have completed Unit 1: Storytelling, where they have been introduced to the relevant literary terms and the basics of group dynamics i.e. Chairperson, Recorder, Timekeeper, Observer, Facilitator.

Teaching/Learning Strategies

- The teacher will introduce and explain the assignment expectations and assessment criteria.
- The teacher will facilitate discussions for the whole class and facilitate small group discussions by setting up student groupings.
- The teacher will review literary terms with the whole group.
- Students will discuss and collaborate in a group setting on assigned questions (**Appendix 2.2**).
- Students will participate in daily discussions in small and large group settings.
- Students will formulate written answers to questions as assigned.
- Students will examine, through critical analysis, the issues and themes of the text(s) under study.

Assessment/Evaluation

Formative Assessment:
- informal and formal teacher observation of collaboration, cooperation, preparation, commitment
- a checklist for assessing group dynamics (Appendix 1.1) .

- evaluate analysis questions for completion and quality of responses, via anecdotal feedback and a numeric grade based on established criteria

Accommodations

- provide a scribe or NCR paper
- rephrase questions
- reduce content/number of terms required by the student

Resources

Teacher reference:
- analysis questions (**Appendix 2.2**)
- glossary of terms, such as A Glossary of Literary Terms, Abrams; A Dictionary of Literary Terms, Holman.

Activity #4

Title: Taking the Novel to Another Level: Creative Extension Activity

Time: 420 - 600 minutes

Description
In this activity students will extend their knowledge of the novel, by designing, scripting and performing either a dramatization or a video scene. Students will work in small groups and will be encouraged to apply their knowledge of the text, by extending the narrative or altering the original storyline, while at the same time preserving its central themes. Students are expected to work in a spirit of collaboration, with respect and sensitivity for the common good of the group.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, evaluate new ideas in light of the common good (3b)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- take initiative and demonstrate Christian leadership (4c)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- work effectively as an interdependent team member (5a)
- respect the rights, responsibilities and contributions of self and others (5e)
- exercise Christian leadership in the achievement of individual and group goals (5f)
- accept accountability for one's own actions (7b)

Strand(s): Reading and Literature Studies; Writing; Language; Media

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms (LIV.02D)
- revise their written work, independently and collaboratively with a focus on support for ideas and opinions, accuracy, clarity and unity (WRV.04D)
- edit and proofread to produce final drafts (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using the level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing and reporting/presenting, for specific purposes and audiences (LGV.02B)
- use knowledge of a variety of media forms, purposes and audiences to create media works and describe their intended effect (MDV.02D)

Specific Expectations Students will:
- describe information, ideas, opinions, and themes in print and electronic texts (LI1.010)
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1:03B)
- use specific evidence from a text to support opinions and judgements (LI1.06D)
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.07D)
- recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)

Planning Notes

- Students have the option of creating either a dramatization or a video, based on personal preference and availability of materials.
- It is recommended that the target time of the dramatization be 10 minutes and 5-7 minutes for the video.
- The expectation is that students will build on their knowledge of the novel, by creating a scene which extends the original narrative in some way, e.g., via an alternative ending, re-writing of a scene, positioning characters in a new scenario or time period.
- Teachers will review the procedures and roles of group work. Emphasis will be placed on group dynamics that are collaborative, respectful, and that recognize and foster the contribution of all.
- If the video option is selected, the teachers will instruct students in the proper use and care of a video camera.

Prior Knowledge Required

- Students will have read the assigned novel.

Teaching/Learning Strategies

- The teacher will introduce and explain the assignment and its assessment criteria.
- In groups, students will brainstorm and select a method of presentation.
- The teacher will provide the necessary resources to complete the assignment and assist students in establishing groups.

- Students will discuss and collaborate, in a group setting, the scripting and rehearsing of a scene adaptation of the novel.
- Students will conference with peers and teacher regarding their progress during all phases of the process.
- Students will present the finished product to the class.
- Students will evaluate self and peer's contribution to both the process and product.

Assessment/Evaluation

Formative Assessment:
- informal and formal teacher observation of script-writing and rehearsal process (**Appendix 2.3**)

Summative Assessment:
- script product (written form) via criteria checklist (**Appendix 2.3**)
- dramatization or video product based on pre-established criteria (**Appendix 2.3**)

Accommodations

- ensure that groups include students with a variety of abilities and interests
- use editing equipment, if available, to create a more polished video product, for greater challenge

Resources

- video cameras and videotapes for video option

Teacher Reference:
- Video in Focus, Flynn & Hone
- Teaching Guide for Media Literacy, Walker
- Media Works, Anderson

Activity #5

Title: An Expository Essay

Time: 300- 420 minutes

Description

In this activity students will critically analyze the novel, as they are introduced to the conventions of a five-paragraph expository essay. Students will formulate a thesis, find textual proof to support the thesis, follow the basic structure of an essay that is concerned with a logical development of their argument. Students will also demonstrate an ability to write with clarity, adhering to the standard conventions of grammar and language.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:
- think reflectively and creatively to evaluate situations and solve problems (3c)

- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- accept accountability for one's own actions (7b)

Strand(s): Writing; Language; Literature Studies and Reading

Overall Expectations At the end of Grade 9, students will:
- read and demonstrate an understanding of a variety of literary and informational texts (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms (LIV.02D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- revise their written work, independently and collaboratively (WRV.02D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)

Specific Expectations Students will:
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.08D)
- group and label information and ideas; evaluate the relevance, accuracy and completeness of the information and ideas and discard irrelevant material (WR1.03D)
- demonstrate an understanding of literary and informational forms (WR2.01D)
- use a single controlling idea and connecting words to structure a series of paragraphs (WR3.03D)
- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence (WR3.05D)
- provide an introduction, body, and conclusion in written reports and short essays (WR3.06D)
- revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity (WR4.01D)
- make constructive suggestions to peers and consider reactions from others in revision (WR4.03D, WR4.04B)
- identify sources of ideas, information, and quotations in writing and independent research projects (WR5.01D)
- select the publication method or vehicle most accessible or appealing to the intended audience (WR5.02B)
- recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)

Planning Notes

- This activity builds and extends skills initiated in unit one. As teachers work through this activity they will ensure instruction of clear sentence structure, formal paragraphs, textual analysis, the formulation of a thesis, the grouping of ideas, the outline for a five paragraph essay, and finally the essay itself.
- The time required to complete this activity is considerable and should be drawn from the time allowance in the skills unit, as opposed to the time allowance for the novel.
- Some suggested topics for this activity are: the development of the main character's moral vision throughout the novel, the importance of setting in the development of theme, the importance of three minor characters.

Prior Knowledge Required

- Knowledge of proper sentence structure, grammatical conventions and a proper formal paragraph (The Ontario Curriculum Grades 1-8, Language)
- Solid working knowledge and understanding of the novel assigned

Teaching/Learning Strategies

- The teacher will introduce and explain the assignment expectations and assessment criteria.
- The teacher will track student progress through the various steps in the writing process.
- The teacher will introduce lessons in grammar and style, based on individual student need.
- Students will explore, through critical analysis, the issues and themes of the text(s) under study.
- Students will complete several steps to lead them towards their final product of a five-paragraph expository essay:
    - -Select a topic. (The teacher will brainstorm with the students and provide a list of possible topics related to the novel(s) under study.)
    - -Write a formal paragraph on the selected topic.
    - -Brainstorm proofs from the novel related to their topic.
    - -Write a revised version of their paragraph, incorporating textual proofs.
    - -Develop a thesis for their essay.
    - -Develop an outline for a five-paragraph essay. The teacher will provide a template for students to follow.
- Students will further brainstorm textual proofs to support their thesis and draft an essay.
- Students will conference about, edit and revise drafts as needed.
- Students will submit their final polished draft.

Assessment/Evaluation

Formative Assessment:
- a checklist for assessing student completion of the steps in the writing process

Summative Assessment:
- a rubric for evaluating the written essay product (**Appendix 2.4**)

Accommodations

- Teacher will modify either time requirement and/or length of assignment to accommodate students with special needs
- Provide a scribe
- Attempt a comparative essay, e.g., comparing and contrasting two characters from the novel, for greater challenge

Resources

- an essay package/booklet that takes students through the various steps in writing an essay, i.e., a formal paragraph, textual proofs, thesis development, an outline and drafts of the essay itself
- a style guide, e.g., Reading and Writing for Success, HBJ

Unit #3

Title: Poetry

Time: 10 hours, plus 2 hours for skill development (Unit 6)

Unit Description
Poetry calls upon the students to observe and reflect on the mystery and the spiritual essence of the world. Activities such as personal writing and collaborative learning will demonstrate the students' understanding of poetic forms and their growing awareness of their personal relationship with God, with others, with nature, and indeed with the world around them.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1g, 2a, 4a, 4b, 5a, 7j

Strand(s): Literature Studies and Reading; Language; Writing

Overall Expectations: LIV.01D, 03B; WRV.02D; LGV.01D, 02B

Specific Expectations: LI1.01D, 03B, 06-07D; WR3.01D; LG1.04B, 05D, 06-07B; LG2.05D

Activity Titles (Time and Sequence)

Activity 1	Learning the Tools of the Trade: A Dictionary of Poetic Terms and Devices	60 minutes
Activity 2	Poetry Comes Alive: Reading and Exploration	180 minutes
Activity 3	The Sound of Poetry	60 minutes
Activity 4	The Shape of Poetry	60 minutes
Activity 5	It Takes Two to Make a Poem: The Poet and the Reader (Personal Response)	120 minutes
Activity 6	The Power of My Pen: Creation of Personal Poetry	120 minutes

Unit Planning Notes

- The anthology of poems with personal responses should be a summative assignment, as students should be drawing on the knowledge and skills they have acquired via their class study of poetry.
- The perspective from which teachers and their students explore the poetic form should be done cognizant of their sensitivity to God's hand in the universe.

Teaching/Learning Strategies

- reflect via response journals
- contribute to small and large group discussions
- engage in choral readings
- formulate written responses based on the study of poetic devices and forms
- participate in class readings of poetry, song and psalms
- dramatize poetry, via tableau, mime and dramatizations

Assessment/Evaluation

Formative Assessment:

- informal and formal teacher observation
- response journals
- choral reading via a checklist
- analysis questions

Summative Evaluation:

- anthology of student selected poems with personal responses
- collection of personal poetry

Resources

- a poetry anthology, e.g., Poetry in Focus, Prism of Poetry, Departures
- a dictionary of poetic terms
- the Psalms

Unit #4

Title: Drama

Time: 15 hours, plus 2 hours for skills development (Unit 6)

Unit Description
In this unit students will read, discuss and critically analyze dramatic texts in light of Jesus' teaching and life of service. They will work collaboratively to demonstrate the skills of reflection, meaningful communication and Christian leadership, as they explore the identified play(s).

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1a, 3a, 3b, 4a, 4b, 4f, 5c, 5e, 5f

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.02D; LGV.01D, 02B; MDV.02D

Specific Expectations: LI1.01D, 06B, 08D; LI2.01D; LI3.02D; LG1.02B, 05D, 06-07B; LG2.02-6D; MD2.01D

Activity Titles (Time and Sequence)

Activity 1	Discovering the Play: Reading and Explication of the Text	420 minutes
Activity 2	Responding to the Playwright: Journals	90 minutes, interspersed
Activity 3	Playing with Words: The Effectiveness of Language	90 minutes
Activity 4	Staging the Play: Student Dramatizations	300 minutes
Activity 5	Making the Point: The Art of Persuasive Writing	120 minutes

Unit Planning Notes

- The time required for students to complete all of the steps in the writing process connected to the instruction of the persuasive writing piece should be taken from the time allowed in Skills Unit 6.
- The staging assignment should be done as students explore the text with the teacher.
- Selection of a text should once again be done mindful of students' backgrounds and interests.
- Plays which highlight universal themes will afford teachers the opportunity to explore the dynamic struggle between sin and grace, despair and hope.

Teaching/Learning Strategies

- reflect in written form on the literature
- evaluate self and peer's contribution
- examine and interpret the text
- participate in daily discussion in small and large group settings
- devise and establish a blocking plan for a scene
- produce and perform dramatizations
- synthesize concepts in a persuasive writing piece
- investigate and examine the aesthetics of poetic language

Assessment/Evaluation

Formative Evaluation:
- reader response journals
- informal and formal teacher observation
- process/rehearsal participation rubrics
- analysis questions
- completion of steps in writing of persuasive writing piece
- act or scene quiz(zes)

Summative Evaluation:
- student performance of scene
- persuasive writing piece
- unit test which addresses the four areas of achievement

Resources

- a drama text e.g., Romeo and Juliet; Merchant of Venice; A Midsummer Night's Dream; Julius Caesar, Shakespeare; Skin and/or Liars, Dennis Foon; Our Town, Thorton Wilder
- video and audio cassettes
- secondary sources on Shakespeare and his times

Unit #5

Title: Non Fiction: Media and Prose

Time: 20 hours, plus 1 hour skills development (Unit 6)

Unit Description
Students will examine, deconstruct and evaluate media and non-fiction genres in light of their calling to create a just and compassionate society. Students will also demonstrate the ability to work as respectful collaborative learners in the discussion, writing, and in the design and creation of their own media productions.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1d, 2a, 2e, 3d, 3e, 4a, 4b, 5a, 7j

Strand(s): Media Studies; Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.01-03D; LGV.01D, 02B; MDV.01-02D

Specific Expectations: LI1.01D, 04-05D, 07D; LI2.03D; LI3.01D, 03D; WR1.01-02D; WR3.04D; LG1.03-04B, 05D, 06-07B; LG2.02-03D; MD1.01B, 02-04D; MD2.01-03D

Activity Titles (Time and Sequence)

Activity 1	Bias Detectives: Hearing the Author's Voice	120-180 minutes
Activity 2	Fact from Fiction: Seeking out the Truth	120-180 minutes
Activity 3	Convince Me: The Art of Persuasion via Debate	120-180 minutes
Activity 4	Rhetoric and Conventions of Writing	120 minutes
Activity 5	Looking for the Signposts in the Media World	120 minutes
Activity 6	Media Creation: Extending their Knowledge	300-420 minutes

Unit Planning Notes

- Activities 1 through 5 in this unit are intended to be explored with both media and non-fiction readings.
- The final media creation may take the form of any media genre, based on availability of resources and student preference, e.g., a video, a newspaper, a magazine, a web-site, a CD ROM, an interactive storybook.
- Teachers and students should explore media and non-fiction readings mindful of the counter-cultural example provided by Christ.

Teaching/Learning Strategies

- identify and modify the bias in media and non-fiction
- differentiate fact from fiction in classroom readings
- participate in daily discussions
- read and recognize varied forms of rhetoric
- journal writing
- student debate
- respond to questions as assigned
- prepare and present a media creation

Assessment/Evaluation

Formative Assessment:
- response journals
- informal and formal teacher observation
- roving conferences
- preparation of debate presentation (process)
- peer and self evaluation
- small group discussions
- preparation of group media creation (process)

Summative Assessment:
- debate (product)
- media creation (product)
- unit test that addresses the four areas of achievement

Resources

- collection of media and non-fiction readings
- videotapes, video cameras, and VCRs
- an instructional media guide, e.g., Teaching Ideas for Media Literacy, Don Walker
- assorted media texts
- newspapers and magazines

Unit #6

Title: Skills: 1) Writing Process: Improving Written Work and Language Study
2) Independent Learning

Time: 25 hours integrated throughout the course

Unit Description
In this unit students will enhance their Catholic faith journey by realizing that language can be used as a tool to express their relationship with the world, as believers in the story of Christ. To that end, students will develop language skills that allow them to communicate with sensitivity, fluency, and accuracy. The study of language and writing is integrated and is ongoing into each of the units of this program.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 2c, 2e, 3b, 3c, 3e, 4b, 4e, 4f, 5c, 5e, 7b

Strand(s): Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.01-05D; LGV.01D, 02B; MDV.01-02D

Specific Expectations: LI2.03D; WR1.01-4D; WR2.01-02D; WR3.01D-06D; WR4.01D, 02B, 03D, 04B; WR5.01D, 02B, 03D, 04B, 05-06D, 07-16B; LG1.01-4B, 05D, 06-07B; LG2.07D

Activity Titles (Time & Sequence) Placement*

Activity 1	Exploring Language Conventions	Ongoing
Activity 2	The "Write" Stuff: The Writing Process	Ongoing
Activity 3	Response Journals	Ongoing
Activity 4	Character Study: Descriptive Writing	See unit 1
Activity 5	Words, Words, Words: Etymology of Language	Unit 1/ongoing
Activity 6	Telling your Story: Narrative Writing	Unit 1
Activity 7	Expository Essay	Unit 2
Activity 8	A Scene or Video Script	Unit 2
Activity 9	Personal Response to Poetry	Unit 3
Activity 10	Creation of Personal Poetry	Unit 3
Activity 11	Convince me: Persuasive Writing Piece	Unit 4
Activity 12	Debate	Unit 5
Activity 13	Independent Learning Project	Unit 6

*Many of these activities have been developed and incorporated into previous units.

Unit Planning Notes

Writing Skills:

- These activities should be ongoing throughout the entire course, integrated into the study of literature, writing, and media. Students will develop vocabulary, knowledge of the English language, and skills in grammar and punctuation in all sections of the course, and demonstrate their learning in reading, writing, and oral discussions and presentations.
- Students will develop and apply skills in listening, speaking, and participation in groups in all sections of the course.
- Response journals should be integrated into all units of the course.
- The writing portfolio should include random samples of students' work and will follow the students through their high school career.

Independent Learning Project:

- This activity should be ongoing throughout the entire course. The project should include process work consisting of a proposal, conferences, written outlines and drafts, and a final product which includes a written report involving research, an oral presentation and a creative extension.
- The independent study project must be combined with the final exam as the final summative evaluation tool for the course.

Teaching/Learning Strategies

- reflect in response journals
- exhibit all of the steps in the writing process
- discuss and collaborate in a group setting
- engage in jigsaw discussions
- share in conferences
- research materials relevant to the independent learning project
- facilitate small group presentations
- participate in small and large group discussions
- read, comprehend and analyze assigned readings
- participate in creative extension activities

Assessment/Evaluation

Diagnostic and Formative Assessment:

- assess reading and writing ability for the purpose of identifying the need for remediation
- peer and self evaluation
- response journals
- informal and formal teacher observation
- jigsaw discussions
- quizzes
- conferences
- oral presentations
- written assignments (process)

Summative Evaluation

- independent study project: written report, oral presentation and creative component (product)
- written assignments as prescribed in units 1-5

Resources

- dictionaries, thesauri, style guides, grammar texts, etymology text(s)
- a grammar text, e.g., Language to Go, Nelson

Unit 3: Poetry

Time: 10 hours, plus 2 hours for skill development (Unit 6)

Unit Description

Poetry calls upon the students to observe and reflect on the mystery and the spiritual essence of the world. Activities such as personal writing and collaborative learning demonstrate the students' understanding of poetic forms and their growing awareness of their personal relationship with God, with others, with nature, and indeed with the world around them.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1g, 2a, 4a, 4b, 5a, 7j.
Strand(s): Literature Studies and Reading, Language, Writing
Overall Expectations: LIV.01D, .03B; WRV.02D; LGV.01D, .02B.
Specific Expectations: LI1.01D, .03B, .06-.07D; WR3.01D; LG1.04B, .05D, .06-.07B; LG2.05D.

Activity Titles (Time and Sequence)

Activity 1	Learning the Tools of the Trade: A Dictionary of Poetic Terms and Devices	60 minutes
Activity 2	Poetry Comes Alive: Reading and Exploration	180 minutes
Activity 3	The Sound of Poetry	60 minutes
Activity 4	The Shape of Poetry	60 minutes
Activity 5	It Takes Two to Make a Poem: The Poet and the Reader	120 minutes
Activity 6	The Power of My Pen: Creation of Personal Poetry	120 minutes

Unit Planning Notes

- The anthology of poems with personal responses (Activity 5) should be a summative assignment, as students should be drawing on the knowledge and skills they have acquired via their class study of poetry.
- The perspective from which teachers and their students explore the poetic form should be done cognizant of their sensitivity to God's hand in the universe.

Teaching/Learning Strategies

- Reflect via response journals.
- Contribute to small and large group discussions.
- Engage in choral readings.
- Formulate written responses based on the study of poetic devices and forms.
- Participate in class readings of poetry, song and Psalms.
- Dramatize poetry via tableau, mime, and dramatizations.

Assessment/Evaluation

Formative Assessment

- informal and formal teacher observation
- response journals
- choral reading via a checklist
- analysis questions

Summative Evaluation

- anthology of student selected poems with personal responses
- collection of personal poetry

Resources

a poetry anthology, e.g., *Poetry in Focus, Prism of Poetry, Departures*

a dictionary of poetic terms

the Psalms

Activity 1: Learning the Tools of the Trade: A Dictionary of Poetic Terms and Devices

Time: 60 minutes

Description

In this activity students become familiar with introductory poetic devices which help them in their study of poems. Students appreciate the evocative power of language to reflect who they are and the ability of words to help them become both reflective and creative thinkers.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Specific Expectations:

LI1.06B - use specific references from a text to support opinions and judgments.

Planning Notes

- Have a number of texts available with a variety of literary terms.
- While this activity is used to introduce students to relevant poetic devices, the dictionary students develop should be employed throughout this unit.
- Students are responsible for knowing the following poetic terms: simile, metaphor, personification, onomatopoeia, imagery, oxymoron, alliteration, diction, rhyme, rhythm, cacophony, assonance, euphony, figurative language, and symbol.
- Notify students that there is a summative assignment (Activity 5) where they are invited to select favourite poems to inspire a personal response. Students are to be mindful of this fact as they are introduced to the various poems in this unit.

Prior Knowledge Required

- proper use of a dictionary and/or glossary
- the difference between prose and poetry

Teaching/Learning Strategies

- The teacher elicits initial student reaction to the study of poetry using the following focus questions: What is the difference between how you read a novel and a poem? What feelings come to mind when you think of poetry?
- The teacher distributes a sheet with the key poetic terms that aid students in their study of poetry for this unit.
- Students write a poem about an assigned topic, such as their locker, that employs three of the devices they feel they recognize from the sheet. Students should be encouraged to share their creations and identify the devices they intend to use.
- Students form groups of four and research the formal definitions for all of the terms found on their sheet, thus creating their own personal *Dictionary of Poetic Terms.* For each definition they supply, students provide one example of the identified term being employed.
- The teacher facilitates a discussion to take up their terms and share examples.

Assessment/Evaluation

Formative Assessment:

- Roving conferences
- Informal teacher observation of the group process

Summative Assessment:

- Poetry collections for incorporation of poetic devices in their poetry (Activity 6)
- Poetry anthologies for ability to identify poetic devices in their personal responses (Activity 5)

Accommodations

- A scribe as required (a peer from the group using NCR paper)
- Teachers should ensure heterogeneous groupings

Resources

Dictionary of literary terms, such as:

- *Inside Poetry.* HBJ.
- *A Glossary of Literary Terms.* Abrams.
- *A Dictionary of Literary Terms.* Holman.
- *Prism of Poetry.* Prentice-Hall.

Oxford Dictionary of English.

Activity 2: Poetry Comes Alive: Reading and Exploration

Time: 180 minutes

Description

In this activity students are introduced to a variety of poetic forms, e.g., the ballad, the lyric, the sonnet, and the narrative. A variety of poets are also explored. An emphasis on Canadian poets is recommended, e.g., Alden Nowlan, Margaret Atwood, Raymond Souster, Gwendolyn McEwen, E. J. Pratt, Earl Birney, Elizabeth Brewster, Michael Ondaatje, and Susan Musgrave. Other favourites include Robert Frost, William Shakespeare, William Wordsworth, Elinor Wiley, Emily Dickenson, and Christina Rossetti. In exploring the thematic concerns of the poems, students are encouraged to see God's hand at work in both the creation of the universe and in the eternal cycle of human relationships.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1g - understand that one's purpose or **call in life** comes from God and strive to discern and live out this call throughout life's journey;
2a - listen actively and critically to understand and learn in light of gospel values;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Language, Writing

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers magazines, and encyclopedias;
LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand text;
LI1.06B - use specific references from a text to support opinions and judgments;
LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation.

Planning Notes

- The teacher uses a combination of teaching strategies to invite students to explore poems.
- Students use the dictionaries developed in Activity 1 to guide them through their study of this activity.

- Students are encouraged to bring in their favourite poem to share with their classmates, either in a small group or as part of a large group discussion. This poem could later be included in their personal poetry anthology (see Activity 5).
- The teacher is to be sensitive to the community in which he/she is delivering the curriculum. Poems should be selected to reflect the cultural diversity and needs of the students in the community and to highlight the power of poetry to enhance the students' spiritual journey.

Teaching/Learning Strategies

- Lead students through the explication of their first poem. Attention should be given to highlighting poetic devices that have been employed and the various levels on which a poem can be read, i.e., literal versus figurative meaning.
- Students should be encouraged to bring in their favourite poem to share with their classmates, either in a small or large group discussion. This is the culminating activity on the first day.
- The teacher introduces the different styles of poetry to be studied, i.e., the ballad, the lyric, the sonnet, and the narrative. The teacher should introduce two styles of poetry each day, i.e., the ballad and narrative on one day, the sonnet and the lyric on the second day.
- Students are assigned poems representing the styles of poetry under study. On the day the ballad and the narrative are studied, divide students into groups of four, with each group explicating one ballad or one narrative. Each group then presents their explication to the whole class. The next day the process is repeated for the lyric and the sonnet. By the end of the two classes (120 minutes), each group has presented two poems to the class.
- The teacher assigns response journals as he/she deems appropriate. The use of response journals is excellent "practice" for Activity 5.

Assessment/Evaluation

Formative Assessment:

- Informal teacher observation of collaboration and co-operation
- A checklist for assessing the group process (see Appendix 1.1)

Accommodations

- Heterogeneous groups

Resources

SightLines 9. Prentice-Hall.

ResourceLines 9/10. Prentice-Hall.

Poetry in Focus. Globe Modern Curriculum Press.

Prism of Poetry. Prentice-Hall.

Departures. Nelson.

Inside Poetry. HBJ.

Tracing One Warm Line. Breakwater Books.

Activity 3: The Sound of Poetry

Time: 60 minutes

Description

In this activity the teacher reviews sound devices as they contribute to the overall understanding and dramatic presentation of the poem. The teacher uses this activity as an opportunity to bring in a selection of music, highlighting for students how poetry can form the lyrics of a song and can be further reinforced by the addition of a melody. Students are then invited to create their own dramatic reading of a selected poem.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Language, Media

Overall Expectations:

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts from contemporary and historical periods;
L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- Review the following sound devices for students: alliteration, assonance, cacophony, euphony, onomatopoeia, rhyme, and rhythm.

- Bring in a selection of music. Possibilities include either a contemporary artist, i.e., Harry Chapin, Bruce Springsteen, Sarah McLachlan, Bare Naked Ladies, Lyle Lovett, Jan Arden, Loreena McKinnitt, Paul Simon, Kate Bush, Chris DeBurgh, Don McLean, and Billy Joel; and/or a hymn, either traditional or contemporary, e.g., the Gregorian chants, *On Eagle's Wings, Be Not Afraid, One Bread, One Body, Amazing Grace, Morning has Broken,* which highlights for students the beauty of poetry when lyrics are combined with a melody. Another possibility is presenting a Psalm that has been turned into a hymn, e.g., Psalms 18 and 23.
- When inviting students to do their own dramatic reading, teachers give attention to selecting poems that lend themselves to an effective exploration of the musical aspects of poetry, e.g., *The Highwayman, The Raven, Richard Cory, The Cremation of Sam McGee, Break, Break, Break,* and excerpts from *The Rime of the Ancient Mariner.*
- As well, when preparing their dramatic readings, encourage students to explore the use of tableaux, mime, and/or choral reading in their dramatization.

Prior Knowledge Required

- an introductory understanding of sound devices (see Activity 1)

Teaching/Learning Strategies

- Review sound devices introduced in Activity 1.
- Play a selection of music. Teacher and students read the lyrics first and then play the song, highlighting the effect of adding a melody to the lyrics. Students explore the intimate connection of poetry and song.
- Students form groups of four.
- Distribute a new poem to each group and the teacher.
- Students prepare a dramatic reading of the poem for the class and highlight the sound devices they felt were employed by the poet, as well as a small discussion of their understanding of the poem's content.

Assessment/Evaluation

Formative Assessment:

- Informal teacher observation of collaboration, co-operation, and focus

Summative Assessment:

- Dramatic reading of the poem via a checklist (see Appendix 3.1)

Accommodations

- Sound effects can be contributed by students with communication exceptionalities.

Resources

- See Planning Notes for suggestions of recommended musical artists, hymns, and poems.
- See previous activity for recommended texts.

Activity 4: The Shape of Poetry

Time: 60 minutes

Description

In this activity students explore the visual nature of poetry and how the structure can be used to complement the content.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work.

Planning Notes

- In this activity the forms of poetry that a teacher could introduce include the haiku, the cinquain, the limerick, the diamante, the concrete poem, the tanka and found poetry.
- In an activity of this limited time length, the teacher chooses judiciously from the above list as to which forms he/she would most like to explore with the class.
- This activity emphasizes an examination of both the physical shape of poetry, as well as formulaic poetry.
- The poems students create in this activity could be entered into students' personal poetry collection, (Activity 6).

Teaching/Learning Strategies

- The teacher introduces two to four styles of formulaic poetry via a teacher-directed lesson.
- The teacher emphasizes the conventions of the poetic form using examples to highlight the structure.
- Students create their own formula/shape poems. Chart paper or blackboards should be made available to students, so that they can share their creations with the whole class.
- Provide prompts to help students in the creation of their poems.

Assessment/Evaluation

Summative Evaluation:

- Poems may be submitted in their personal poetry collections (Activity 6).

Accommodations

- A peer scribe can take notes on the conventions of the poems presented
- A peer to assist students in the composition or revision of their poetry

Resources

ResourceLines 9/10. Prentice-Hall.

Prism of Poetry. Prentice-Hall.

Poetry in Focus. Globe Modern Curriculum Press.

Departures. Nelson.

Activity 5: It Takes Two to Make a Poem: the Poet and the Reader

Time: 120 minutes

Description

In this activity students are given an opportunity to "dialogue" with poetry. They select a number of poems with which they feel a strong personal connection and write a personal response to each. They draw upon not only personal thoughts and feelings, but also the devices and conventions to which they have been introduced in this unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1g - understand that one's purpose or **call in life** comes from God and strive to discern and live out this call throughout life's journey;
4b - demonstrate flexibility and adaptability;
7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
LI1.06B - use specific references from a text to support opinions and judgments;
LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- Students may look at sources other than the class text to find poetry which resonates with them. Possibilities include other anthologies, CDs or tapes, and the Internet.
- This activity could be assigned in conjunction with Activity 6 (see Appendix 3.2 for a sample of how this assignment could be structured).
- Students begin this activity in class, but the expectation is that students complete the assignment on their own time and submit their final product approximately one week later.
- The anthology could be submitted, as a sample, to students' writing portfolios (see Unit 6, Activity 2).

Prior Knowledge Required

- knowledge of poetic terms and devices as outlined in Activity 1 and 3 of this unit

Teaching/Learning Strategies

- The teacher introduces the concept of personal response to poetry using a teacher or student model. Concepts to be highlighted include a close and careful reading of the text. While a poet may be inviting certain readings, other readings may be excluded by the deliberate choice of language and structure.
- The teacher distributes the assignment and outlines the expectations (see Appendix 3.2).

- Students select a number of poems, approximately five, which they feel resonate with them. For each poem selected they write a personal response. Reponses should include not only personal reasons for the appeal of the poem, but also a discussion of the poem's themes and stylistic devices which contribute to its overall effect.
- Students use some class time to read, conference about, and edit their peers' responses.

Assessment/Evaluation

Formative Assessment:

- Roving conferences regarding responses and comprehension of concepts

Summative Assessment:

- Holistic evaluation, supported by anecdotal feedback

Accommodation

- An audio-taped response
- Reduce the number of responses required

Resources

Poetry anthologies (See previous activities.)

CDs, tapes

Internet sites

Activity 6: The Power of My Pen: Creation of Personal Poetry

Time: 120 minutes

Description

Students are now ready to write their own poetry. This activity is closely connected with the previous one and may be submitted together with their response anthologies. Students draw upon the skills and poetic devices to which they have been exposed throughout this unit. They also have an opportunity to experience the power of their own imagination and inner voice, as well as the power they possess with their own pens.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1g - understand that one's purpose or **call in life** comes from God and strive to discern and live out this call throughout life's journey;

2c - present information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Writing, Language

Overall Expectations:

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation.

Planning Notes

- This activity could be assigned in conjunction with Activity 5 (see Appendix 3.2 for a sample of how this assignment could be structured).
- The time assigned for this activity could be used either to commence their personal poetry writing or as an opportunity to share their work with their peers.
- Teachers may use their discretion as to the number and types of poems to be included.
- Students are encouraged to make their poetry aesthetically pleasing, but teachers should caution students regarding appropriate use of media/artistic images.
- This activity might provide teachers with an opportunity to conference/team-teach with an art teacher.
- Encourage students to access the Internet as a source for artwork to complement their own poetry, with again a caution towards judicious use of appropriate images.
- Any poetry they have written throughout this unit may be included in their collection.
- Finally, the poetry collection itself could be included as a sample in the writing portfolio (see Unit 6, Activity 2).

Prior Knowledge Required

- poetic devices previously introduced

Teaching/Learning Strategies

- The teacher outlines the expectations of this assignment.
- The teacher provides students with some prompts or brainstorming opportunities to begin their poetic process, e.g., photographs from magazines, paintings, providing an opening line, asking students to translate a story they have read into poetry.
- The teacher uses discretion as to the number and type of poems required for this activity.
- Students should be encouraged to incorporate the use of poetic technique and devices in their work.
- Students use class time to initiate their writing, but the majority of their work for this assignment should be completed on their own time.
- The teacher provides an opportunity for students to conference about and/or share their work with their peers.

Assessment/Evaluation

Formative Assessment:

- Roving conferences

Summative Assessment:

- Holistic grade supported by anecdotal feedback

Accommodations

- Reduction of the number or type of poems required
- A scribe as required

Resources

The web

Prism of Poetry. Prentice-Hall.

Poetry in Focus. Globe Modern Curriculum Press.

Departures. Nelson.

SightLines. Prentice-Hall.

Crossroads. Gage.

Unit 4: Drama

Time: 15 hours, plus 2 hours for skills development (Unit 6)

Unit Description

Students read, discuss, and critically analyse dramatic texts in light of Jesus' teaching and life of service. They work collaboratively to demonstrate the skills of reflection, meaningful communication, and Christian leadership as they explore the identified play(s).

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1a, 3a, 3b, 4a, 4b, 4f, 5c, 5e, 5f.
Strand(s): Literature Studies and Reading; Writing; Language
Overall Expectations: LIV.01-02D, 03B; WRV.02D; LGV.01D, 02B; MDV.02D.
Specific Expectations: LI1.01D, 06B, 08D; LI2.01D; LI3.02D; LG1.02B, 05D, 06-07B; LG2.02-6D; MD2.01D.

Activity Titles (Time and Sequence)

Activity 1	Discovering the Play: Reading and Explication of the Text	420 minutes
Activity 2	Responding to the Playwright: Journals	90 minutes, interspersed
Activity 3	Playing with Words: The Effectiveness of Language	90 minutes
Activity 4	Staging the Play: Student Dramatizations	300 minutes
Activity 5	Making the Point: The Art of Persuasive Writing	120 minutes

Unit Planning Notes

- The time required for students to complete all of the steps in the writing process connected to the instruction of the persuasive writing piece should be taken from the time allowed in Unit 6.
- The staging assignment should be done as students explore the text with the teacher.
- Selection of a text should once again be done mindful of students' backgrounds and interests.
- Plays that highlight universal themes afford teachers the opportunity to explore the dynamic struggle between sin and grace, despair and hope.

Teaching/Learning Strategies

- Reflect in written form on the literature.
- Evaluate self and peer's contribution.
- Examine and interpret the text.
- Participate in daily discussion in small and large group settings.
- Devise and establish a blocking plan for a scene.
- Produce and perform dramatizations.
- Synthesize concepts in a persuasive writing piece.
- Investigate and examine the aesthetics of poetic language.

Assessment/Evaluation

Formative Evaluation

- reader response journals
- informal and formal teacher observation
- process/rehearsal participation rubrics
- analysis questions
- completion of steps in writing of persuasive writing piece
- act or scene quiz(zes)

Summative Evaluation

- student performance of scene
- persuasive writing piece
- unit test which addresses the four areas of achievement

Resources

a drama text e.g., *Romeo and Juliet*, *Merchant of Venice*, *A Midsummer Night's Dream*, *Julius Caesar*, Shakespeare; *Skin* and/or *Liars*, Dennis Foon; *Our Town*, Thornton Wilder

video and audio cassettes

secondary sources on Shakespeare and his times

Activity 1: Discovering the Play: Reading and Explication of the Text

Time: 420 minutes

Description

This activity encompasses the majority of the work to be done for the unit. Students are introduced to the study of drama by identifying, analysing and interpreting the elements of dramatic structure, character and characterization, setting, theme, and the stylistic features of drama, including movement and voice. Through a discussion of themes and issues revealed through the text, students explore the importance of the social, cultural, and political context in which the work was created. The play is read during class time and subsequent activities provide students with opportunities to bring the drama alive, both through impromptu dramatizations and prepared scene work.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
5e - respect the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

L1V.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
L1V.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.06B - use specific references from a text to support opinions and judgments;
LI1.08D - explain how the background of the author might influence the information and ideas in a text;
L12.01D - use knowledge of elements of drama, such as plot and sub-plot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;
LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing ;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WR3.04D - use key words from questions or prompts to organize ideas, information, and evidence in homework answers;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- While this activity provides an opportunity for the teacher and students to explore and deconstruct the text, teachers should note that Activities 2, 3, 4, and 5 can all be interspersed throughout the implementation of Activity 1.
- Teachers have the option to select either a contemporary or classic text as a play for study. Selections should be made mindful of the community in which the curriculum is delivered.
- The text should be read primarily in class, although some scenes may be assigned for homework reading.
- Teachers should employ a variety of different strategies and tools to facilitate a reading of the text, (e.g., audio-tapes, video-tapes, impromptu dramatizations).
- Teachers who opt to teach *The Merchant of Venice* may wish to link their discussions of stereotype and bias issues to the activities on these topics in Unit 5.

Teaching/Learning Strategies

- The teacher begins with an ice-breaker discussion dealing with either some or all of the following: issues/themes of the play, the context (i.e., time and place) of the play, or a brief biography of the playwright.
- Review the cast of characters to allow students an access point to the text.
- Introduce students to the basic literary terms unique to the study of drama, (i.e., dramatic structure, dialogue, soliloquy, blocking, script, stage directions, aside, dramatic irony, monologue, tragedy and comedy). This might be done early in the unit or interspersed throughout their study of the play.
- Students write response journals as assigned. (See Activity 2)
- Students complete comprehension and analysis questions as assigned, both in class and for homework. Issues to be covered include character development, importance of setting and atmosphere, conflict(s), staging, thematic concerns, plot development, crisis and climax, foreshadowing, the creation of suspense, an exploration of how humour is employed, the use of dramatic irony, and the protagonist versus the antagonist.
- Students look at key scenes and discuss in a small group how they would stage the scenes. Approaches might include creating a blocking diagram/stage set-up, creating an impromptu dramatization, with an emphasis on movement and blocking.
- Conduct some lessons via a socratic teacher-directed approach and others via small group discussion.

Assessment/Evaluation

Formative Assessment:

- Reader response journals for completion and insightfulness
- Homework questions for completion
- Act or scene quiz(zes)
- Informal teacher observation of small group discussions for co-operation and ability to stay on task

Summative Assessment:

- Questions of a summative nature on the unit test

Accommodations

- A scribe as required (a peer, peer tutor, or educational assistant)
- A peer to read the play aloud or an audiotape of the play
- A simplified or abridged version of the play
- Reduction in the amount of content and/or number of questions for which a student is responsible

Resources

A drama text e.g., *Romeo and Juliet; The Merchant of Venice; A Midsummer Night's Dream; Julius Caesar*; Shakespeare; *Skin* and/or *Liars*, Dennis Foon; *Our Town*, Thornton Wilder; *The Effect of Gamma Rays on Man in-the-Moon Marigolds; The Diary of Anne Frank; Dracula.*

Shakespeare Made Easy. Copp Clark.

Dramathemes: A Practical Guide for Teaching Drama. Swartz

http://www.db.dk/bib/as/globe_eng.htm
Shakespeare's Globe – theatre background

www.jet.link.net/~massij/shakes/
Shakespearean classroom

http://daphne.palomar.edu/shakespeare/
Mr. William Shakespeare and the Internet

Video and audio cassettes

Secondary sources on Shakespeare and his times

Activity 2: Responding to the Playwright: Journals

Time: 90 minutes, interspersed

Description

The response journal continues to be a vehicle for student personal dialogue with the text. Students are encouraged to share feelings, thoughts, questions, and observations regarding the text's themes or issues. Personal responses provide an ideal opportunity to explore the connection between the character's journey and the students' own spiritual journey. Response journals are employed throughout the reading of the play.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1a - illustrate a basic understanding of the **saving story** of our Christian faith;
3b - participate in the **sacramental life** of the church and demonstrate an understanding of the centrality of the Eucharist to our Catholic story;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4f - apply effective communication, decision-making, problem-solving, time and resource management skills;
5e - respect the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
LI1.06B - use specific references from a text to support opinions and judgements;
LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
WR3.04D - use key words from questions or prompts to organize ideas, information, and evidence in homework answers;
LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- The students' reflections in their journals are ongoing as they read the play.
- Teachers foster an atmosphere of collegial sharing of responses and ideas from students' journals.
- Teachers allow journal writing six to eight times during the course of this unit (approximately 15 – 20 minutes per journal entry).
- The response journal might also be used in this unit to capture students' successes, frustrations, thoughts, and feelings when they are working through the staging of a scene. As well, students might be called upon to reflect on how they felt once they had adopted a particular role.

Teaching/Learning Strategies

- Students reflect in written form on the literature.
- Provide sample prompt questions which might include:
  - What is your initial reaction to the play?
  - What visual images are called to mind?
  - Reflect on what happened in the play.
  - Tell me what you think and feel about an event and why.
  - When did you feel sympathy/compassion/anger/frustration with a particular character and why?
  - Does anything in the play we are reading remind you of something in your own life?
  - Has anything the main character said or done caused you to question your own code of values?

- Does anyone in the play act as a mentor to, or "moral compass" for, the main character?
- What scene would you like to see dramatized and why? Which scene do you think would be most challenging to stage?
- What alternative settings for this play would you suggest for a new staging?
- What feelings did you experience as you attempted to stage your scene?
- Once you adopted a particular role, did your feelings regarding the character change in any way? If so, how? If not, why not?
- What actors do you think would be effective casting choices for this play and why?
- After watching one, two, or three film versions of the play, what adds or detracts from your understanding of the play?
- What directorial choices do you feel were strong? Which were weak and why?

Assessment/Evaluation

Formative Assessment:

- Reader response journals for completion and thoroughness of reflection (see Appendix 2.1)

Accommodations

- Number and length of reflections may be reduced
- A scribe may be provided

Resources

"Reader Response Theory and the English Curriculum" in *The English Journal*, 1994, pp. 37-44, Robert E. Probst

Tompkins, Jane, ed. *Reader Response Criticism: From Formalism to Post-Structuralism.*

Activity 3: Playing with Words: The Effectiveness of Language

Time: 90 minutes, interspersed

Description

Students are challenged to explore the diction and nuances of language employed by playwrights to emphasize characterization and themes.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1a - illustrate a basic understanding of the **saving story** of our Christian faith;
3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;
4b - demonstrate flexibility and adaptability.

Strand(s): Literature Studies and Reading, Language, Media

Overall Expectations:

L1V. 02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing ;
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
MDI.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- The amount of time spent on this activity may be determined by the play selected for this unit. A more contemporary play may not require as much time as a classic play, such as a Shakespearean one.
- This activity provides an ideal opportunity to continue the study of the etymology of words that was introduced in Unit 1.

Teaching/Learning Strategies

- The teacher models the explication of certain lines, phrases, and words to highlight for students how the use of certain diction and/or the nuances of the language can contribute to the overall effect and understanding of the scene.
- Students work in small groups to complete one or any combination of the following options:
  - Students examine the subtext, conscious of the fact that what is said and how it is said determines how a line is interpreted and its intended meaning. Students look at how a line is delivered, (i.e., how inflection and emphasis are employed). The teacher could hand out certain lines and invite students to deliver the line to indicate the context, e.g., “I’d like to thank you for everything”, to a) a parent upon graduation from high school; b) a stranger upon wrecking your car; c) a friend having just helped you cheat on an exam.
  - Subsequently, students could be given a speech from the play under study and be challenged to offer different deliveries of the lines.
  - Students watch the same scene from two to three versions of the play under study and analyse how the delivery affects their understanding of the scene, e.g., the opening scene of *Romeo and Juliet* as presented by a) the BBC version of the play, b) the Franco Zefferelli version, and c) the Baz Luhrmann version (1996 with Leonardo DiCaprio).
  - Students examine how idiomatic expressions have evolved over time. Students locate expressions from the play under study and explore how that phrase might be said today, or alternately how the expression would have been said 400 years ago, e.g., “The Shakespearean Insult Sheet” from *Shakespeare Set Free* (see Resources).

Assessment/Evaluation

Formative Assessment:

- Informal teacher observation of group dynamics and attention to task

Resources

O'Brien, Peggy. *Shakespeare Set Free.*

All BBC versions of Shakespearean plays

The Story of English. Caedmon.

Oxford English Dictionary

Activity 4 Staging the Play: Student Dramatizations

Time: 300 minutes

Description

Student dramatizations are an ideal opportunity for students to discover the play on a new and different level. In this activity students bring to life one or more scenes depending on the play under study and the discretion of the teacher. Students are encouraged to adopt a role, while attempting to capture through their characterization the values and struggles, as well as the nuances of the character portrayed. They are also challenged to act as directors, displaying Christian leadership while developing a vision for the scene in question, as well as giving consideration to such things as lighting, sound, costumes, and set. Students act collaboratively and as successful, respectful communicators in order to make this activity work.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

3b - create, adapt, and evaluate new ideas in light of the common good;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
4c - take initiative and demonstrate Christian leadership;
4f - apply effective communication, decision-making, problem-solving, time and resource management skills;
5c - develop one's God-given potential and make a meaningful contribution to society;
5e - respect the rights, responsibilities, and contributions of self and others;
5f - exercise Christian leadership in the achievement of individual and group goals.

Strand(s): Literature and Reading, Writing, Language, Media

Overall Expectations:

LIV.O2D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
LI2.01D - use knowledge of elements of drama, such as plot and sub-plot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, and visual aids, and technology, as appropriate, to engage the audiences' interest during oral presentations;
LG2.05D - practise with cue cards and relaxation exercises and with visual aids and technology (if used), to ensure confident delivery in oral presentations;
MD2.01D - adapt a work of literature to another media forma and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- While this activity is a cumulative project, the class could decide to do a small presentation at the end, in combination with other smaller presentations as they work through the play.
- As an option, offer students the possibility of videotaping their performance and hold a screening of the final product.
- Teachers could investigate the possibility of booking the drama room, or comparable space, for the final production. This activity provides an ideal opportunity for teachers to team-teach with the drama teacher if circumstances permit.
- Teachers should note that group sizes may vary and are dictated by how many actors are required for the selected scenes.
- Teachers could offer students the option to write their own script, which is an adaptation of the original, e.g., a modernized version of a Shakespearean scene.
- Students might be inspired by watching different film versions of the play under study.
- The activity provides an ideal opportunity for students to make connections between the themes of human weakness, sin, and grace, as they are encouraged to explore compassionately the characters while adopting the role.
- Students use their response journals to log feelings of success and frustration as they work through staging the scene.

Teaching/Learning Strategies

- The teacher and students agree upon the scenes to be performed.
- Outline the expectations of the assignment as follows:
  - Students carefully read through and study their scene.
  - Students decide how they want to stage their scene. As an option the students draw the stage set.
  - Students make a copy of the scene, if needed, so that they can make the necessary changes right on the script.
  - Students make production notes for the way they want to stage the scene. Production notes would include pauses, tone of voice, gestures, and facial expressions, notes or diagrams of action and movement.
  - Students decide on how to costume their players. Again as an option, students provide a drawing or description of the costumes, as well as a justification for selecting that particular costume.
  - Students keep a response journal, outlining their thoughts and feelings as they work through the process.
- Encourage students to practise with cue cards. Lead students through some simple relaxation exercises in order to help them deliver their optimal performance, as found in a text such as *Dramathemes: A Practical Guide for Teaching Drama*, (see Resources).

Assessment/Evaluation

Formative Assessment:

- Reader response journals for completion and thoroughness of reflection (see Appendix 2.1)
- Informal and formal observation of group process for co-operation and attention to task
- Rehearsal process via a participation checklist

Summative Assessment:

- Student performance of scene via a rubric (see Appendix 4.1)

Accommodations

- Videotape the scene for students who prefer not to do a live performance or as an added challenge for those who would like to enhance their performance with editing and/or special effects.
- Use cue cards for the final performance for those students who are unable to memorize lines.
- Assign backstage duties to students who are unable to perform.

Resources

A drama text

Swartz. *Dramathemes: A Practical Guide for Teaching Drama.*

Kemp, D. *A Different Drama.*

Booth, D. *Improvisation and Interpretation.*

Beissel. *Cues and Entrances.*

Video and audio cassette versions of the plays

Activity 5: Making the Point: The Art of Persuasive Writing

Time: 120 minutes

Description

Students respond to an issue or topic based on their reading of the play and write a persuasive piece to express their views. Students are encouraged to articulate their position through the lens of their developing moral conscience.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1a - illustrate a basic understanding of the **saving story** of our Christian faith;
3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;
3b - create, adapt, and evaluate new ideas in light of the common good;
4f - apply effective communication, decision-making, problem-solving, time and resource management skills.

Strands: Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers and magazines, and encyclopedias;
LI1.06B - use specific references from a text to support opinions and judgments;
LI2.03D - use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre;
WR4.01B - revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity;
WR4.02B - revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language;
WR4.03D - make constructive suggestions to peers;
WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;
WR5.01D - identify sources of ideas, information, and quotations in writing and independent research projects;
WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- This activity builds upon and extends the skills learned in Unit 2, Activity 5 where students were introduced to expository essay writing. Students should once again be called upon to use textual proofs to support their opinion.
- The length of this writing piece is at the discretion of the teacher; the decision should be based upon perceived needs and abilities of the class.
- This assignment is commenced in class, as is revision of the piece, but the majority of work is completed at home.
- Also note that the time required to complete all of the steps in the writing process connected to the instruction of the persuasive writing piece should be taken from the time allowed in Unit 6.
- This assignment could be placed in the writing portfolio as a sample (see Unit 6, Activity 2).

Prior Knowledge Required

- introduction to 5 paragraph expository essays (see Unit 2, Activity 5)
- solid working knowledge and understanding of the play under discussion

Teaching/Learning Strategies

- Review the elements of persuasive writing, such as logic, textual proof, emotional appeal, and rhetorical language.
- Introduce and explain the assignment expectations and assessment criteria.
- The teacher tracks student progress through the various steps in the writing process.
- The teacher continues to introduce lessons in grammar and style, based on individual student need.
- Students explore, through critical analysis and the art of persuasive writing, the issues and themes of the text(s) under study. Some possible topics for consideration are:
  - *The Merchant of Venice:* Is Bassanio a fortune-hunting predator or a sensitive romantic?
  - *The Merchant of Venice:* Is Shylock an outraged victim or a cruel racist?
  - *Romeo and Juliet*: Is Romeo truly in love or is he just infatuated?
  - *Romeo and Juliet:* Is Juliet a strong female role model or is she a weak dependent girl?
  - *Our Town:* Is the stage manager a sensitive interpreter of events or is he a detached cruel commentator?
  - Is the conflict in which the protagonist is involved caused by his/her own character flaws or by external forces?
  - Is the BBC version of *A Midsummer Night's Dream* more effective in portraying the play than Zefferelli's 1999 version of the play?
- Students further brainstorm textual proofs to support their position and draft a response.
- Students conference about, edit, and revise drafts as needed.
- Students submit their final polished draft.

Assessment/Evaluation

Formative Assessment:

- A checklist for assessing student completion of the steps in the writing process

Summative Assessment:

- A rubric for evaluating the persuasive written product (see Appendix 2.4)

Accommodations

- Modify either time requirement or length of assignment to accommodate students with special needs.
- Provide a scribe.
- Attempt a comparative persuasive essay, e.g., comparing and contrasting two characters from the play. For greater challenge, examine who is the stronger female: Portia from *The Merchant of Venice* or Juliet from *Romeo and Juliet*

Resources

ResourceLines 9.10. Prentice-Hall.

Reading and Writing for Success. HBJ.

Bridges 3. Prentice-Hall.

Fit to Print. HBJ.

Hugh Robertson. *The English Essay.*

Unit 5: Non Fiction: Media and Prose

Time: 20 hours, plus 1 hour skills development (Unit 6)

Unit Description

Students examine, deconstruct, and evaluate media and non-fiction genres in light of their calling to create a just and compassionate society. Students also demonstrate the ability to work as respectful collaborative learners in the discussion, writing, and in the design and creation of their own media productions.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1d, 2a, 2e, 3d, 3e, 4a, 4b, 5a, 7j.
Strand(s): Media Studies; Writing; Language
Overall Expectations: LIV.01-.02D, .03B; WRV.01-.03D; LGV.01D, .02B; MDV.01-.02D.
Specific Expectations: LI1.01D, .04-.05D, 07D; LI2.03D; LI3.01D, .03D; WR1.01-.02D; WR3.04D; LG1.03-.04B, .05D, .06-.07B; LG2.02-.03D; MD1.01B, .02-.04D; MD2.01-.03D.

Activity Titles (Time and Sequence)

Activity 1	Bias Detectives: Hearing the Author's Voice	120-180 minutes
Activity 2	Fact from Fiction: Seeking out the Truth	120-180 minutes
Activity 3	Convince Me: The Art of Persuasion via Debate	120-180 minutes
Activity 4	Rhetoric and Conventions of Writing	120 minutes
Activity 5	Looking for the Signposts in the Media World	120 minutes
Activity 6	Media Creation: Extending their Knowledge	300-420 minutes

Unit Planning Notes

- Activities 1 through 5 in this unit are intended to be explored with both media and non-fiction readings.
- The final media creation may take the form of any media genre, based on availability of resources and student preference, e.g., a video, a newspaper, a magazine, a web site, a CD-ROM, an interactive storybook.
- Teachers and students should explore media and non-fiction readings mindful of the counter-cultural example provided by Christ.

Teaching/Learning Strategies

- identify and modify the bias in media and non-fiction
- differentiate fact from fiction in classroom readings
- participate in daily discussions
- read and recognize varied forms of rhetoric
- journal writing
- student debate
- respond to questions as assigned
- prepare and present a media creation

Assessment/Evaluation

Formative Assessment
- response journals
- informal and formal teacher observation
- roving conferences
- preparation of debate presentation (process)
- peer and self evaluation
- small group discussions
- preparation of group media creation (process)

Summative Assessment
- debate (product)
- media creation (product)
- unit test that addresses the four areas of achievement

Resources
collection of media and non-fiction readings

videotapes, video cameras, and VCRs

an instructional media guide, e.g., *Teaching Ideas for Media Literacy*, Don Walker

assorted media texts

newspapers and magazines

Activity 1: Bias Detectives: Hearing the Author's Voice
Time: 120 – 180 minutes

Description
In this activity students read a variety of informational texts and examine them for the diction, phrasing, and sentence structure to detect how each of these stylistic devices can be used to contribute to an author's bias. Students also explore how both the source of the information and the reader's background can contribute to a reading of the text. To that end, students explore the unique perspective which Catholics assume in their daily lives as they deconstruct the society in which they live and the values which it espouses.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic **social teaching** and act to promote social responsibility, human solidarity and the common good;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strands: Literature Studies and Reading, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;

LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;

LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;

LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;

LI2.03D - use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre;

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;

LG1.01B - describe strategies used to expand vocabulary and provide evidence of other vocabulary building activities;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, and exchanging and challenging ideas;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.03D - compare and explain their own and their peers' reactions to a variety of media works.

Planning Notes

- The teacher gathers a variety of informational texts which provide the basis for their analysis of stylistic devices. These texts might be found in a class anthology or could be individual pieces teachers have selected from newspapers and magazines.
- This activity also provides an ideal opportunity to conference and/or team teach with the teacher-librarian or Social Science teachers.
- Ensure access to newspapers and magazines. Recommendations for achieving this goal:

a) borrowing copies/castaways from the library
b) ordering a class set for the whole English department to share
c) asking students in advance of the unit to bring in newspapers and magazines (minimum of one per student).

If the last option is selected, teachers should ensure that a variety of newspapers and magazines are represented.

- Teachers should also consider making use of videotapes of news programs or documentaries as sources for analysis.
- Students write their reflections about the media in their response journals.

Teaching/Learning Strategies

- Introduce students to the concept of bias and tone via a teacher-directed lesson. Bring in two articles dealing with the same story and ask students to identify how the two authors have presented the story (differences and similarities). A formal definition of bias and tone is then developed. (Another option is to analyse how two newscasts have dealt with the same play).
- Students find two articles in their newspapers dealing with the same story. They cut out the two stories and place them side by side on a larger piece of paper. Students then analyse the two articles for bias and tone, highlighting in their exposition the clues that allowed them to detect the bias they identified. Some guiding questions might be:
    - Who are the newsmakers in this story?
    - What are the central events of the story?
    - What adjectives are used to describe the newsmakers and the events?
    - Group, by newspaper, the adjectives used to describe each person and event, e.g., adjectives used by *The Globe and Mail* to describe the Prime Minister versus those used by *The Toronto Star*.
    - Which story did you find more compelling and why?
    - Which story do you find unconvincing or problematic and why?
- Students present their findings in the larger class setting and the class discusses them.
- Students form pairs. The teacher distributes one magazine per pair and asks the students to find two ads that are selling the same type of product. The students analyse the ads using the following questions:
    - In what magazine did you find the ad?
    - Where in the magazine did you find the ad? With what other ads or articles is it juxtaposed?
    - Who is intended to buy the product and what evidence leads you to this conclusion?
    - Is there another group targeted by the ad? Is there a group of people to whom this ad would not speak to at all and why?
    - What values are conveyed by the ad and why?
    - How do the values presented differ in any way from the Church's social teaching?
    - Based on all your answers thus far, what bias would you conclude is present in this ad?
- Students re-convene as a class and explore what conclusions they can draw based on the preceding exercise.
- The teacher summarizes the key points from the discussion on bias.

Assessment/Evaluation

Formative Assessment:

- Written answers to analysis questions for completion and quality of response
- Roving conferences
- Informal observation of student discussions for attention to task
- Response journals for completion

Summative Assessment:

- Questions of a summative nature on the unit test

Accommodations

- A scribe, as required

Resources

Crossroads. Gage.

SightLines. Prentice-Hall.

Endless Possibilities. Oxford.

Reading and Writing for Success. Prentice-Hall.

Mass Media and Popular Culture, 2nd edition. HBJ.

Adbusters magazine, The Media Foundation

Newspaper and Magazine:
www.macleans.ca;
www.globeandmail.com;
www.thestar.com;

www.50.org (Amnesty International)

Association for Media Literacy Supplement, AML, 1992

News kit; Media kit; Ad box; Television and Values, Learning Seed Presentations

Ministry of Education Media Literacy Resource Guide, 1989

The Newspaper in Education, The Toronto Star

Activity 2: Fact from Fiction: Seeking out the Truth

Time: 120 – 180 minutes

Description

In this activity students are invited to look at print excerpts to help them detect how one deconstructs media products, in order to distinguish materials which are primarily factual versus those which are primarily fictional or opinion based. At this time students are asked to compose their own response to a piece of prose, emphasizing the conventions of persuasion to which they have been introduced.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic **social teaching** and act to promote social responsibility, human solidarity and the common good;
2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Strand(s): Literature and Reading Studies, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;
LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;
LI3.03D - explain how authors and editors use design elements to help communicate ideas;
WR1.04D - use the information and ideas generated by research to develop the content of written work;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
WR2.02D - select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work;
WR3.03D - use a single controlling idea and connecting words to structure a series of paragraphs;
WR4.03D - make constructive suggestions to peers;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;
MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works;
MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose.

Planning Notes

- Draw a connection between the previous activity, and this activity which looks at how bias and personal opinion can also translate into pieces of non-fiction prose.
- This is an ideal time to make use of a class anthology text.
- While the written assignment in this activity should be started during class time, as will any editing, revision and sharing of work, the majority of the writing should be done on the students' own time.
- The written assignment for this activity could be formally assessed by the teacher, it could be placed in the writing portfolio as a sample, or it could be peer evaluated. It is not a summative requirement for this unit.
- Alert students to the interconnectedness of fact and opinion, making the students aware that there can be different opinions around a factual piece of information.

Prior Knowledge Required

- familiarity with the terms *bias* and *tone* from Activity 1

Teaching/Learning Strategies

- The teacher gives students examples of phrases, sentences, or situations and asks students to identify whether they are examples of fact or opinion. This could be done as a teacher-directed activity in pairs or small groups. Some phrases that could be employed include the following:
  - The Toronto Maple Leafs is the best team in the National Hockey League.
  - Jean Chretien is the Prime Minister of Canada.
  - Mother Teresa is a saint.
  - Smoking is harmful to your health.
- In small groups of three or four, students review their understanding of bias.
- Students read a sample of non-fiction prose, selected because of the presence of bias.
- Students identify the author's thesis or main argument. They then examine the text for techniques employed by the author to convince the reader of his/her argument. In so doing, students examine how fact is often intertwined with opinion. Some focus questions are:
  - What is the main argument/thesis of the piece?
  - What is the tone?
  - What words, phrases, or expressions help to convey the tone of the piece?
  - What do you consider to be the "straight facts"?
  - Has the author taken into account alternate points of view?
  - How has the author dealt with alternate points of view?
  - Who is the intended audience of the piece? How do you know?
- Students participate in a large group discussion summarizing the main points from their discussion.
- Students read a second piece of prose.
- Students have a small group discussion, intended to highlight their understanding of the main argument of the selection.
- Students write an individual response to the second piece of prose, agreeing or disagreeing with the author, in which they support their own opinion by employing a minimum of one item of factual information.

Assessment/Evaluation

Formative Assessment:

- Analysis questions for completion and thoroughness of response

Summative Assessment:

- Written response by holistic evaluation and anecdotal feedback (optional)
- Questions of a summative nature on the unit test

Accommodations

For greater challenge, students select a topical issue, such as gun control, animal testing, or legalization of marijuana, and formulate questions in order to accumulate data. Students then access two different Internet sites on the issue and examine the techniques employed by each author to convince the audience. Attention is given to distinguishing the common facts and how they have been interpreted by the two authors.

Resources

See texts listed in Unit 1, Activity 1.

Activity 3: Convince Me: The Art of Persuasion via Debate

Time: 120 – 180 minutes

Description

Students are given a topic to debate in this activity. They employ the techniques of persuasion to which they have been introduced in Unit 4, Activity 5 and Unit 5, Activities 1 and 2. They articulate their views orally, while also displaying careful listening and critical skills when trying to discredit their opponents. The skills of formal debating are introduced as students learn the structure of the pro – con forum. Values are explored as the topics should relate to the students' life experiences and to the society in which they live.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic **social teaching** and act to promote social responsibility, human solidarity, and the common good;
2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience;
3e - adopt a holistic approach to life by integrating learning from various subject areas and experience;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;

LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;

WRI.01D - investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data;

WRI.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic data bases;

WRI.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;

LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;

LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, visual aids and technology, as appropriate, to engage the audience's interest during oral presentations.

Planning Notes

- Speak to the teacher librarian in advance of this activity to facilitate opportunities for students to visit the library/resource center to complete their research for this assignment. Note that while the research might be initiated during class time, the majority of the preparation for the debate is done on the students' own time.
- If the Independent Study Project (ISP) has not been initiated at this point in the course, this will be the first activity that demands research skills, so either the classroom teacher or the teacher librarian should provide an orientation to the school library and its use.
- Teachers encourage attitudes of respectful dialogue, whether agreeing or disagreeing.

Teaching/Learning Strategies

- Introduce the debate assignment to the students, outlining the expectations and the format which is as follows:
    - Pro A: 3-minute opening argument
    - Con A: 2-minute question period for Pro A
    - Pro B: 3-minute opening argument
    - Con B: 2-minute question period for Pro B
    - Repeat in reverse, i.e., Con A begins with a 3-minute opening argument
    - 2 minutes to prepare final rebuttal
    - Pro side, 2-minute rebuttal
    - Con side, 2-minute rebuttal
    - Class verdict regarding the winner, based on information presented.
- The teacher presents a variety of topics to the class. Each debate has four participants, two pro and two con debaters. Possible topics include the following:
  Be it resolved that:
    - The testing of animals provides valuable information for medical research.
    - Capital punishment is legalized murder.
    - The industrialized world must be held accountable for the poverty of the Third World.
    - Smoking should not be permitted in any public place.
    - Schools have the right to practise censorship as they see fit.
    - Messiness is a sure sign of a creative thinker, (sample of a "non-research" topic).
- Students complete research before the presentation of their debate. Again, it should be noted that if the students have not been introduced to research practices in the ISP project, teachers bring students to the library/resource center for an initial orientation.
- Students complete preparation of a three-minute opening argument.
- Students participate in their debate. Winners of the debate are chosen by the students, based on the following criteria:
    - thoroughness of research;
    - organization of the research into a logical speech;
    - confidence of delivery style, including projection, voice and facial expression, and eye contact;
    - overall effectiveness.

Assessment/Evaluation

Formative Assessment:

- Roving conferences during the preparation phase
- Research notes for completion

Summative Assessment:

- Debate product via a holistic grade, with anecdotal feedback

Accommodations

- A position paper for those students unable to present orally
- A peer helper to aid students in the completion of their research
- For greater challenge, students could attempt topics that require superior research skills. e.g., The economic policies of the world bank have left Third World countries in a debt crisis from which they can never recover, or The UN has lost its usefulness.

Resources

The Internet, potential web sites include:

Newsworld Online
www.cbc.ca/

info on info
www.zgram.net/journalism.homepage
www.journalismnet.com/;

The Worldwide Web Virtual Library
www.earthsystems.org/All.shtml.

Newspapers, magazines, and periodicals

America, Commonwheel, National Catholic Reporter, Catholic New Times, Catholic Register

Library texts

ResourceLines 9/10. Prentice-Hall.

Activity 4: Rhetoric and Conventions of Writing

Time: 120 minutes

Description

In this activity students are introduced to the concepts of rhetoric and conventions of writing as they apply in speeches. Students listen to excerpts from a few different speeches and subsequently deconstruct the speeches to determine what devices have been employed by the author. Students write their own speech, which may be delivered to the class or filed in their writing portfolio.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience.

Strand(s): Literature and Reading Studies, Writing, Language, Media

Overall Expectations:

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
WR4.01B - revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works.

Planning Notes

Gather speeches from a variety of sources; a minimum of two is recommended. Some suggestions include: Mark Antony's "Friends, Romans Countrymen, Lend me your ears" in *Julius Caesar*; Martin Luther King's "I Have a Dream"; John F. Kennedy's "Ask Not What Your Country Can Do for You"; Gordon Gekko's "The Nature of Greed" in the film Wall Street; Jean Vanier's "On Being Human"; The Massey lectures on CBC; David Mahoney's "Living to 100", found in *SightLines*; the valedictory address from your school's last graduation ceremony.

Teaching/Learning Strategies

- Complete a socratic lesson on the nature of rhetoric and the conventions of speech writing, (i.e., purpose, audience, tone, diction, the rhetorical question, and the use of the following: the anecdote, statistics, quotations, repetition, and figures of speech, such as metaphor and analogy). As well, the importance of the strategies of delivery, such as pacing, expression, inflection, intonation, and emphasis is a focus.
- Model the explication of one speech, either in combination with the delivery of the main lesson on the conventions or as a follow up to it.
- Students form groups of four and explicate a second speech on their own.
- Students share their findings in a large group discussion.
- Students complete the writing of a two-minute speech on a topic of their own choosing. Encourage students to select a topic that speaks to the issues that most concern them. Further, it is an opportunity for them to continue in the development and articulation of their own personal voice and moral conscience.
- Students share their speech in small groups or with the whole class. If time does not permit, it may be filed as a sample in the writing portfolio.

Assessment/Evaluation

Formative Assessment:

- Informal observation of classroom discussion
- Roving conferences as students draft their personal speeches

Summative Assessment:

- Speech delivery via a checklist for use of rhetorical conventions and delivery style (optional)
- Questions of a summative nature on the unit test

Accommodations

- Audio cassette recordings of the speeches under study
- Audio cassette recordings of their own personal speeches
- Note-taking on NCR paper by a peer or educational assistant

Resources

Elements of English. HBJ.

SightLines 9 and *ResourceLines 9/10.* Prentice-Hall.

Crossroads. Gage.

On Becoming Human. Anasi Press.

Shakespeare. *Julius Caesar.*

Wall Street. Warner Bros.

Activity 5: Looking for the Signposts in the Media World

Time: 120 minutes

Description

Students deconstruct a variety of television advertisements. Their goal is to identify the intended audience, the tools employed in the construction, the values conveyed, and the overall message/intent of the ad. This activity is directly linked with Activity 6, where students create their own ad. This activity provides students with an ideal opportunity to examine how the values espoused by the corporate and marketing world can oftentimes be in opposition to those espoused by Christ. Further, they might explore if this tenuous relationship is problematic for them as Catholics. If so, how does one address the challenge confronting Catholics to live out their faith in our changing consumer society?

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic *social teaching* and act to promote social responsibility, human solidarity, and the common good;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
5a - work effectively as an interdependent team member.

Strand(s): Language, Media

Overall Expectations:

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01D - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works

Specific Expectations:

LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.03D - compare and explain their own and their peers' reactions to a variety of media works;

MD1.04D - identify factors that influence media production and distribution and explain the effect of these factors on specific media works.

Planning Notes

- Collect a variety of television ads. Some possible sources are The Cannes Film Festival (ADFilms, Toronto), *Scanning Television*, Prentice-Hall, *The Bessies* or *The Cleos, (*The Canadian and American Commercial Awards Shows).
- This activity provides the required knowledge and skills necessary to complete Activity 6, which deals with the creation of their own television advertisement.
- Possible supplementary readings for this activity include the following: Barry Duncan et al. *Mass Media and Popular Culture, 2nd edition; Mediacy,* AML; *Popular Culture, Issues Collection*, Nelson; *Advertising*, Copp Clark; *Teaching Ideas for Media Literacy*, Don Walker, TCDSB.

Teaching/Learning Strategies

- The teacher discusses that there are three signposts or prisms through which we view media products. The teacher introduces these three signposts, purpose and values, codes and constructions, and audience. Purpose refers to the intention of the creator of the media text; it might be something as simple as telling a story or the selling of a product. Values refer to the implicit and explicit meanings derived from the text, which are employed to achieve the desired intent. Codes refer to those techniques used to achieve desired effects, such as sound, lighting, camera angles, and camera shots. Constructions refer to the idea that all media products are created and are products of multiple decisions and revisions. Audience refers to the intended receivers of the media text; one needs to consider gender, age, economic status, and stereotyping.
- Invite students to examine television ads that are aimed at their specific age group and to look for the three identified signposts. Focus questions include the following:
  - What is the message of this particular ad?
  - What are the values at work, both explicit and implicit?
  - Are there messages about lifestyle? about consumerism? about sexuality?
  - How are these messages constructed through the different codes or conventions employed in this ad?
  - What visual or oral elements combine to produce such a meaning? Consider colour, camera angles, camera shots, special effects, sound, music, and dialogue.
  - For whom is the message intended?
  - Does the content of the ad reflect the intended audience? Describe that intended audience in terms of gender, age, economic status, and attitude.
  - Do the values proposed or promoted in the ad correspond to our values?

  - In what ways might they contradict our values?
  - How might cultural, religious, and individual differences influence our perception of the values proposed by the ads?
  - How might the ad shape our perception of ourselves?
- The teacher then invites students to examine a set of ads aimed at another age group, such as senior citizens, and poses the same questions to the students. What differences do they notice in their responses? Has either group been stereotyped in any way? If so, how?
- Students draw conclusions about the nature of television ads and media texts in general via a large group discussion.

Assessment/Evaluation

Formative Assessment:

- Informal observation of small and large group discussions

Summative Assessment:

- Questions of a summative nature on the unit test

Accommodations

- Reduction and/or modification of the analysis questions posed

Resources

See Planning Notes above.

Media Literacy Resource Guide. Ministry of Education.

Following Christ in Consumer Society: The Spirituality of Cultural Resistance. John Francis Kavanaugh.

Teaching the Media. Len Masterman.

AML Anthology, 1990 and *Anthology Supplement,* 1992. Association for Media Literacy.

Aetatis Novae (on Social Communication), Pontifical Council for Social Communications.

Clipboard (a twice yearly publication of the Jesuit communication project)

www.mediaawareness.ca/eng
(Media Awareness Network)

http://interact.uoregon.edu/MediaLit/jcp/index..html
(Jesuit Communication Project)

Activity 6: Media Creation: Extending Their Knowledge
Time: 300 – 420 minutes

Description
Students have the opportunity to draw upon all of the skills and knowledge to which they have been introduced in this unit. This activity becomes a creative extension of the analytical skills that they have acquired thus far. Students create a 30-second public service announcement targeted to their age group which is published in video form. If equipment is not available, they present it live in conjunction with a storyboard.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations:

1d - develop attitudes and values founded on Catholic *social teaching* and act to promote social responsibility, human solidarity, and the common good;
2a - listen actively and critically to understand and learn in light of gospel values;
2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - make decisions in light of gospel values with an informed moral conscience;
3e - adopt a holistic approach to life by integrating learning from various subject areas and experiences;
4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrate flexibility and adaptability;
5a - work effectively as an interdependent team member;
7j - contribute to the common good.

Strand(s): Writing, Language, Media

Overall Expectations:

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

WRI.04D - use the information and ideas generated by research to develop the content of written work;
WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
WR2.02D - select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work;
WR4.03D - make constructive suggestions to peers;
LG1.02B - identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose;
MD2.03D - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Planning Notes

- This activity is ideally completed as a 30-second video commercial. Therefore, teachers book the necessary video equipment and, if possible, editing equipment, to ensure completion of the students' work. If video equipment is not available, teachers might try to acquire either Bristol board or chart paper to be used by students for a formal presentation of their storyboard for the commercial.
- The teacher may wish to conference with the teacher librarian, as this activity provides students with a research component. In some cases this research is conducted in the library. In some cases it is research of a more practical nature, where students are surveying their peers or staff within the school.
- Invite students to share their final products with an audience beyond their classroom, (e.g., the guidance department, Grade 8 open house visitors, physical education class, the chaplaincy team).

Prior Knowledge Required

- proper use of a video camera, as acquired in Unit 2, Activity 4
- the signposts of the media world, as acquired in Unit 5, Activity 5

Teaching/Learning Strategies

- Describe and outline the expectations of the assignment.
- Students brainstorm possible topics for the public service commercial. Possibilities include:
  - environmental awareness;
  - anti-racism;
  - charitable fundraising for organizations such as UNICEF and Sharelife;
  - informational video on Covenant House, Children's Aid or comparable organization;
  - anti-smoking;
  - anti-violence;
  - responsible driving;
  - volunteerism;
  - healthy body image;
  - special events within the school, (e.g., Grade 9 orientation, student council elections, club activities, sporting events);
  - promotional video of the school targeted to Grade 8 students.
- Students gather into groups of four or five and select a topic.

- Students research information about their product/service and about their target audience, in terms of promotional techniques they would employ to capture that audience.
- Students then craft a rationale where they outline and describe in some detail the following facets of their commercial presentation: Who is your audience? What is the purpose of your commercial, i.e., is it promotional, informational or cautionary? What is the content of your presentation? What are the roles and responsibilities, as well as the intended schedule for the completion of your project?
- The teacher approves the rationale before students proceed to the scripting, storyboarding, and filming of their commercial.
- Students engage in the writing process to prepare a script. Steps include brainstorming, drafting, revising, conferencing, and publishing.
- Students create a storyboard. Those students who ultimately film their commercial, complete a standard storyboard (see Appendix 5.1), but for those who do not have access to equipment, a challenge may be to create a poster-size storyboard to use as part of their presentation to the class. The storyboard includes: simple drawings of what will be seen in each shot; a description of camera angles, shots, and movement employed; and the dialogue, or other oral elements, including sound effects or musical selections.
- Approve the storyboard before the students proceed to the rehearsal.
- Students rehearse their commercial.
- Students tape and edit their commercials, or act it out live for the class during their presentation.
- Students share their final products with the class, which include their rationale, their storyboard, and their video or live performance of the public service announcement.
- Students then share oral feedback and assessments of the final products, addressing whether students achieved their intended goals and successfully captured their target audience.

Assessment/Evaluation

Formative Assessment:

- Informal and formal teacher observation of group process
- Conferences for appropriateness of subject material, clarity of purpose, time management and equal distribution of responsibility
- Response journals on the process and product, for completion

Summative Assessment:

- Peer and self evaluation of final script by checklist for attaining stated goals (see Appendix 5.2)
- Final presentation via a rubric
- Questions of a summative nature on the unit test (optional)

Accommodations

- Cue cards for students who are unable to memorize lines
- Heterogeneous groupings to ensure a mix of student strengths

Resources

Liz Flynn. *Video in Focus.*

Don Walker. *Teaching Ideas for Media Literacy.*

Association for Media Literacy Supplement, AML, 1992

For examples of hard-hitting public service announcements see *Adfilms*, Cannes Film Festival Award winners, distributed by Adfilms.

Unit 6: Skills — 1) Writing Process: Improving Written Work and Language Study
2) Independent Learning

Time: 25 hours integrated throughout the course

Unit Description

In this unit students enhance their Catholic faith journey by realizing that language can be used as a tool to express their relationship with the world, as believers in the story of Christ. To that end, students develop language skills that allow them to communicate with sensitivity, fluency, and accuracy. The study of language and writing is integrated and is ongoing into each of the units of this program.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2c, 2e, 3b, 3c, 3e, 4b, 4e, 4f, 5c, 5e, 7b.
Strand(s): Writing; Language
Overall Expectations: LIV.01-.02D, .03B; WRV.01-.05D; LGV.01D, .02B; MDV.01-.02D.
Specific Expectations: LI2.03D; WR1.01-.04D; WR2.01-.02D; WR3.01D-.06D; WR4.01D, .02B, .03D, .04B; WR5.01D, .02B, .03D, .04B, .05-.06D, .07-.16B; LG1.01-.04B, .05D, .06-.07B; LG2.07D.

Activity Titles (Time and Sequence)

		Placement*
Activity 1	Exploring Language Conventions	Ongoing
Activity 2	The "Write" Stuff: The Writing Process	Ongoing
Activity 3	Response Journals	Ongoing
Activity 4	Character Study: Descriptive Writing	See unit 1
Activity 5	Words, Words, Words: Etymology of Language	Unit 1/ongoing
Activity 6	Telling your Story: Narrative Writing	Unit 1
Activity 7	Expository Essay	Unit 2
Activity 8	A Scene or Video Script	Unit 2
Activity 9	Personal Response to Poetry	Unit 3
Activity 10	Creation of Personal Poetry	Unit 3
Activity 11	Convince me: Persuasive Writing Piece	Unit 4
Activity 12	Debate	Unit 5
Activity 13	Independent Learning Project	Unit 6

*Many of these activities have been developed and incorporated into previous units.

Unit Planning Notes

Writing Skills

- These activities should be ongoing throughout the entire course, integrated into the study of literature, writing, and media. Students develop vocabulary, knowledge of the English language, and skills in grammar and punctuation in all sections of the course, and demonstrate their learning in reading, writing, and oral discussions and presentations.
- Students develop and apply skills in listening, speaking, and participation in groups in all sections of the course.

- Response journals should be integrated into all units of the course.
- The writing portfolio should include random samples of students' work. It follows the students through their high school career.

Independent Learning Project

- This activity should be ongoing throughout the entire course. The project should include process work consisting of a proposal, conferences, written outlines and drafts, and a final product which includes a written report involving research, an oral presentation, and a creative extension.
- The independent study project must be combined with the final exam as the final summative evaluation tool for the course.

Teaching/Learning Strategies

- reflect in response journals
- exhibit all of the steps in the writing process
- discuss and collaborate in a group setting
- engage in jigsaw discussions
- share in conferences
- research materials relevant to the independent learning project
- facilitate small group presentations
- participate in small and large group discussions
- read, comprehend and analyse assigned readings
- participate in creative extension activities

Assessment/Evaluation

Diagnostic and Formative Assessment:

- Assess reading and writing ability for the purpose of identifying the need for remediation
- Peer- and self-evaluation
- Response journals
- Informal and formal teacher observation
- Jigsaw discussions
- Quizzes
- Conferences
- Oral presentations
- Written assignments (process)

Summative Evaluation:

- Independent study project: written report, oral presentation and creative component (product)
- Written assignments as prescribed in Units 1-5

Resources

dictionaries, thesauri, style guides, grammar texts, etymology text(s)

a grammar text, e.g., *Language to Go*, Nelson

Activity 1: Exploring Language Conventions

Time: Ongoing

Description

This is a series of mini lessons that is incorporated throughout the course. Students are introduced to various language conventions as they work through the different genres and writing assignments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2d - write and speak fluently one or both of Canada's official languages.

Strand(s): Writing, Language

Overall Expectations:

WRV.05B - edit and proofread to produce final drafts, correctly using grammar, spelling, and punctuation according to the conventions of standard Canadian English, specified for this course, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

Specific Expectations

WR5.06D - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases;

WR5.07B - identify and correct sentence fragments, run-on sentences, and comma splices;

WR5.08B - make compound subjects agree with verbs in simple and compound sentences;

WR5.09B - make pronouns agree with their antecedents in number and gender;

WR5.010B - use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing;

WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors;

WR5.12B - use and spell homophones correctly;

WR5.13B - use the apostrophe correctly when spelling contractions and possessives;

WR5.14B - use a variety of resources to correct errors in spelling;

WR5.15B - use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;

LG1.06B - recognize, describe, and correct sentence errors in oral and written language;

LGI.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization and punctuation.

Planning Notes

- In this activity students have the fundamentals of language conventions reinforced, and while it is likely best done via teacher-directed lessons, there should be a series of mini-lessons of approximately half a class, interspersed throughout the course.
- Teachers should plan lessons which speak to areas of need with the students, while ensuring they have mastered the expectations identified. *This point is critical as these skills are fundamental to students' preparation for the Grade 10 Reading and Writing test.*

- Where deemed necessary, administer a diagnostic quiz on the language conventions identified below (Teaching/Learning Strategies).
- Ensure that the class has access to a language text. (See Resources)

Teaching/Learning Strategies

- Teachers conduct a series of teacher-directed mini lessons throughout the course. Topics for lessons include:
    - parts of speech;
    - parts of a sentence and types of sentences;
    - common sentence errors;
    - verb tenses;
    - subject-verb agreement;
    - antecedent errors;
    - spelling patterns and rules;
    - contractions and possessives;
    - punctuation errors.
- Teachers employ a variety of approaches to augment the mini-lessons such as:
    - the teachable moment, e.g., an error found in a paper in progress;
    - grammar exercises;
    - jigsaw approach on parts of speech;
    - small group work on exercise sheets;
    - peer tutoring.

Assessment/Evaluation

Formative Assessment:

- Diagnostic quizzes (optional and not to be used in the calculation of a final grade)
- Roving conferences to ensure comprehension

Summative Assessment:

- Quiz for comprehension and application

Accommodations

- A peer tutor or helper
- Reduction of content or number of questions/exercises

Resources

Elements of Style. Prentice-Hall.

Language to Go. Nelson.

Reading and Writing for Success. HBJ.

Language and Writing. Nelson.

The Harcourt Writer's Handbook. HBJ.

Building English Skills, Orange level. Houghton-Mifflin.

Dictionaries and Thesauri

http://owl.english.purdue.edu
(Purdue website on writing skills)

Activity 2: The "Write" Stuff: The Writing Process

Time: Ongoing

Description

Students master the skills of the writing process throughout the entire course. After an initial introduction to the steps involved in the writing process, students continue to employ the steps of prewriting, drafting, conferencing, editing, revising, and publishing for all their major writing assignments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

- 2c - actively reflect on *God's Word* as communicated through the Hebrew and Christian scriptures;
- 4b - demonstrate flexibility and adaptability;
- 4f - apply effective communication, decision-making, problem-solving, and time and resource management skills;
- 7b - accept accountability for one's own actions.

Strand(s): Reading and Literature, Writing, Language, Media

Overall Expectations: All

Specific Expectations: All

Planning Notes

- All the expectations have been identified above because the writing process is used on all major assignments for the course. The various writing activities cross into each of the other five units and, in combination, draw upon all of the required skills/expectations identified.
- Students should be formally introduced to the writing process early in the course. The first identified activity that makes reference to the writing process is Unit 1, Activity 2: The Character Study. If teachers reorganize the activities or the course in any way, they should introduce the writing process with their first writing activity.

Prior Knowledge Required

- The Writing Process as introduced in *The Ontario Curriculum, Grades 1 –8, Language*, pp.10 – 11 (This activity acts as a continuation of the work commenced in elementary school, building upon and developing the skills acquired.)

Teaching/Learning Strategies

- Introduce the writing process via a teacher-directed lesson, in combination with the first writing assignment of the course (Unit 1, Activity 2.) (See Appendix 6.1 for a blackline master on the writing process.)
- Using the *Character Study* as an example, this is how the steps might be introduced:
  - *Prewriting:* Interview a desk partner and brainstorm as many characteristics as you can for appearance, mannerisms, hobbies, likes, and dislikes, beliefs and values.
  - *Drafting:* Compose a two page double-spaced character-sketch for your desk partner. Pretend your partner is a character in a story and write the sketch as if it were appearing in the body of a short story narrative.
  - *Conferencing:* Share your draft with either your original partner or a new classmate and get their feedback on the readability and accuracy of the character sketch.
  - *Editing:* Have your desk partner correct your draft for errors in style and mechanics.
  - *Revising:* Have your desk partner correct your draft for the ideas and its organization. Have your desk partner fill out a form that offers feedback on your sketch. (See Appendix 6.2)

  - *Redrafting:* Re-write your character sketch incorporating the suggestions made by your editors and revisors.
  - *Publishing:* Share your work with your teacher and/or classmates for final evaluation.
- The teacher should continue to reinforce these steps throughout the course, adapting the directions to students as appropriate to the assignment.

Assessment/Evaluation

Formative Assessment:

- Peer conferencing
- Teacher conferencing
- Editing and Revision

Summative Assessment:

- Variety of approaches, depending on the assignment, including:
  - Rubrics
  - Criterion referenced checklists
  - Holistic marking, with anecdotal feedback

Resources

Resourcelines 9/10. Prentice Hall.

Reading and Writing for Success. HBJ.

Bridges. Prentice-Hall.

Language and Writing. Nelson.

Language to Go. Nelson.

Writing Process Posters. HBJ.

Activities 3 through 12

Activities 3 through 12 have been written up previously in units 1 through 5. (See Unit 6 overview.)

Activity 13: Independent Learning Project

Time: 300 – 420 minutes

Description

Students complete an independent extension activity which may take a variety of forms. It contains the basic components of process work, research, a written report or essay, an oral presentation, and a creative component. The ISP is a culminating activity, which is in process over the length of the course and therefore must be incorporated in the final 30% attributed to the summative evaluation for the course. The recommended value for the Grade 9 ISP is 10% to 15%.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

2c - present information and ideas clearly and honestly and with sensitivity to others;
3b - create, adapt, and evaluate new ideas in light of the common good;
3c - think reflectively and creatively to evaluate situations and solve problems;
4b - demonstrate flexibility and adaptability;
4e - set appropriate goals and priorities in school, work, and personal life;

4f - apply effective communication, decision-making, problem-solving, and time and resource management skills;
5c - develop one's God-given potential and make a meaningful contribution to society;
5e - respect the rights, responsibilities, and contributions of self and others;
7b - accept accountability for one's own actions.

Strand(s): Literature and Reading Studies, Writing, Language, Media (optional)

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas;
WRV.05B - edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation according to the conventions of standard Canadian English, specified for this course, with the support of print and electronic resources when appropriate;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
MDV.01D (optional) - use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works;
MDV.02D (optional) - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias;
LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;
LI1.06B - use specific references from a text to support opinions and judgments;
LI1.08D - explain how the background of the author might influence the information and ideas in a text;
WR1.01D - investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data;

WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic data bases;
WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;
WR1.04D - use the information and ideas generated by research to develop the content of written work;
WR2.02D - select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work;
WR2.04D - use the third person singular and an appropriate level of language in expository forms requiring objectivity;
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
WR3.06D - provide an introduction, body, and a conclusion in written reports and short essays;
WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
LG2.05D - practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;
LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose;
MD2.03D (optional) - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Prior Knowledge Required

- Depending on the ISP option selected, ensure that students have been introduced to the necessary skills and literary terms to complete the assignment.

Planning Notes

- The ISP for the Grade 9 academic course can take a variety of forms. The key components which must be present for any ISP would be process work, research, written report or essay, an oral presentation, and a creative component. Possible options for an ISP would be:
    - A research report based on a theme/topic inspired by course work, e.g., adolescent alienation, teen suicide, nuclear war, racism, gangs, the environment, and family conflicts.
    - A independent novel study, where the student would not only write a literary analysis of the novel, but also a biographical study of the author and "book talk" about the text.
    - An author study, where the student profiles several works and themes by a particular author.
    - A scrapbook of reading responses on a particular theme, which would include reading one non-course novel, two non-fiction articles and two poems on a selected theme. Students could also provide response journals, answers to analysis questions, research the novel author, and complete creative extension(s).

- The creative component should be presented in combination with the oral presentation. Possible suggestions for creative extensions within the ISP framework include: a painting or sculpture reflecting the theme under study, a short story or alternate ending based on the novel read, a newspaper or magazine focusing on the topics/themes of the independent readings, a 3-D model of the setting for the novel read, designing a game, creating a video or radio play based on the readings, a sound or visual collage, to name only a few options.
- The teacher should conference with the teacher/librarian to arrange time in the library/resource centre for the research component. If the ISP is introduced early in the term, this would provide an ideal opportunity for an orientation to the library and its various services.
- The ISP is intended to be a project that the students work on over the length of the course. Therefore it should be introduced early in the term and students should be afforded time to conference with the teacher and show proof of process work as the term progresses. Final written work and presentations would take place towards the end of term.

Teaching/Learning Strategies

- Outline the expectations of the assignment, being sure to conference with students about the timeline/due dates for all components of the process and product.
- The steps in the process are:
  - Submit a proposal, which could include a topic, a theme, an author and/or proposed readings.
  - Complete the required reading.
  - Visit the library/resource centre and complete required research.
  - Draft the major paper.
  - Conference with peers, revising and editing work as required.
  - Submit written work, including the major paper *and* work/response journals, (a minimum of four over the course of the term, i.e., one per month).
  - Deliver an oral presentation for the whole class, approximately ten minutes in length.
  - Share the creative component, likely in conjunction with the oral presentation.

Assessment/Evaluation

Formative Assessment:

- Process work for completion of steps
- Peer and teacher conferences

Summative Assessment:

- Written report via a teacher-devised checklist or rubric, depending on the nature of the ISP
- Oral presentation
- Creative extension

Accommodations

- In the *Independent Study Project* the students have the ideal opportunity to highlight their individual strengths and interests.

Resources

Terpstra, John. *Independent Learning Pro-File.*

Independent Learning: Process to Product. OSSTF.

Elements of English. HBJ.

Reading and Writing for Success. HBJ.

ResourceLines 9/10. Prentice-Hall.

www.bdd.com/teachersbdd/trc_thematic.html
Novel collection resource

www.amazon.com
for book reviews

www.library.utoronto.ca./utel
University of Toronto Author Search

Appendix 3.1 (Poetry Unit, Activity 3)

Dramatic Reading Checklist

	Limited	Some	Considerable	Thorough
Dramatic Reading				
• projection				
• intonation				
• voice expression				
• facial expression				
• dramatic gestures				
• group cohesion				
• overall effectiveness				
Content/Analysis				
• sound devices identified				
• comprehension of poem				

Appendix 3.2 (Poetry Unit, Activities 5 and 6)

English 1W0 Poetry Assignment

PART A – A Poetry Anthology:

You must select **five** poems from *Poetry in Focus* that you prefer.

For each poem you select you should write a personal response indicating ***WHY*** you like that particular poem. Your response should be a minimum of one paragraph in length, but may exceed that length. You might also indicate in your response why it is good or exceptional (in your opinion), why you or someone else might find it relevant and any other thoughts you have on the poem.

Artwork is encouraged.

You may look to alternate sources if you are so motivated, i.e. other poetry collections or songs. *(You may use a maximum of two songs, no more.)*

Please include ***a title page*** that includes an ***original title*** for your collected poems.

PART B – Original Poetry Collection:

You must write **five** original poems.

You should give each poem a title and artwork is again encouraged to help bring your poems *"to life"*.

There are no restrictions as to the type of poetry you must write or the length of each poem. You are, however, encouraged to experiment with different styles of poetry and different poetic devices. ***As always, you will be marked based on the amount of time and effort which appears to have gone into your collection***.

Please include ***a title page*** that has an ***original title*** for your original poems.

DUE DATE:

Appendix 4.1 (Drama Unit, Activity 4)

Dramatic Performance Rubric

Achievement	Limited	Some	Considerable	Thorough
Speaking Clearly and With Feeling	- rarely speaks loudly and distinctly in role - rarely expressive in role	- sometimes speaks loudly and distinctly in role - displays some expressiveness in role	- often speaks loudly and distinctly in role - displays considerable expressiveness in role	- always speaks loudly and distinctly in role - displays excellent expressiveness in role
Playing the Role Convincingly	- limited believability and sensitivity to the role	- some believability and sensitivity to the role	- very believable - very sensitive to his/her character's situation - responds well to other participants	- outstanding believability - outstanding sensitivity to character's situation and other participants
Effective Use of Body Language	- limited physical gestures or facial expression	- some appropriate gestures, facial expressions, and body posture to help communicate ideas	- solid use of gestures, facial expressions, and posture to communicate ideas or emotions	- excellent and consistent use of gestures, facial expressions, and posture to communicate ideas or emotions in role
Effective Use of Props or Costumes	- limited use of props and/or costumes	- carried, wore, or used something to complement characterization	- good use of props and costume to complement characterization	- outstanding use of props and costumes to fully complement characterization
Overall Effectiveness	- scene is minimally conveyed	- scene is accurate and relevant	- scene is accurate, relevant and expressive	- scene is accurate, relevant, expressive, and cohesive in every respect

Comments and suggestions for improvement:

Appendix 5.1 (Non-Fiction/Media Unit, Activity 6)

Media Creation Storyboard

SHOT #	SHOT DESCRIPTION	SHOT DIALOGUE
	....	....
	....	....
	....	....
	....	....
	....	....
	....	....

SHOT #	SHOT DESCRIPTION	SHOT DIALOGUE
	....	....
	....	....
	....	....
	....	....
	....	....
	....	....

SHOT #	SHOT DESCRIPTION	SHOT DIALOGUE
	....	....
	....	....
	....	....
	....	....
	....	....
	....	....

SHOT #	SHOT DESCRIPTION	SHOT DIALOGUE
	....	....
	....	....
	....	....
	....	....
	....	....
	....	....

Appendix 5.2 (Non-Fiction/Media Unit, Activity 6)

Script Writing Evaluation

INDIVIDUAL MARKS

Rate on a scale of 1 to 5 where 1 is the lowest and 5 is the highest

NAMES OF GROUP MEMBERS (include yourself)					
1. listened to ideas of others					
2. participated actively in planning process					
3. took task seriously					
4. was willing to enhance performance by contributing music, costumes, props, etc.					
5. performed in a manner which strengthened the presentation					
TOTALS					

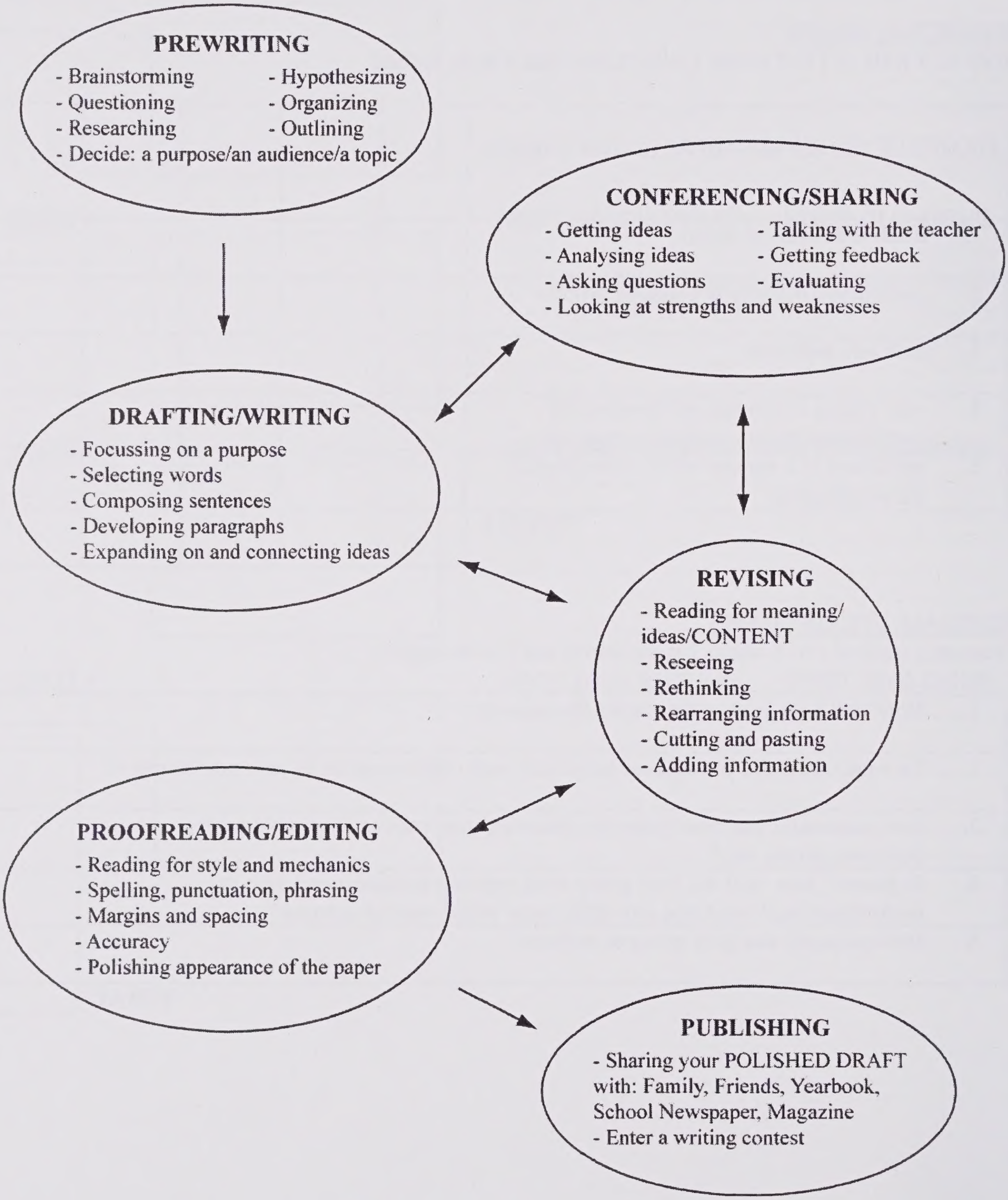
OVERALL GROUP MARKS

Rate on a scale of 1 to 5 where 1 is the lowest and 5 is the highest

1. How well does your script convey the message?	
2. To what extent did you attempt to include each character/actor in your performance?	
3. How successful was your group in enhancing your performance with music, costumes, props, etc.?	
4. In general, how well did your group work together to discuss and plan the performance and overcome any differences which may have arisen?	
5. How prepared was your group to perform?	
TOTAL	

Appendix 6.1 (Skills Unit, Activity 2)

The Writing Process


PREWRITING
- Brainstorming
- Hypothesizing
- Questioning
- Organizing
- Researching
- Outlining
- Decide: a purpose/an audience/a topic
CONFERENCING/SHARING
- Getting ideas
- Talking with the teacher
- Analysing ideas
- Getting feedback
- Asking questions
- Evaluating
- Looking at strengths and weaknesses
DRAFTING/WRITING
- Focussing on a purpose
- Selecting words
- Composing sentences
- Developing paragraphs
- Expanding on and connecting ideas
REVISING
- Reading for meaning/ ideas/CONTENT
- Reseeing
- Rethinking
- Rearranging information
- Cutting and pasting
- Adding information
PROOFREADING/EDITING
- Reading for style and mechanics
- Spelling, punctuation, phrasing
- Margins and spacing
- Accuracy
- Polishing appearance of the paper
PUBLISHING
- Sharing your POLISHED DRAFT with: Family, Friends, Yearbook, School Newspaper, Magazine
- Enter a writing contest

Appendix 6.2 (Skills Unit, Activity 2)

Writer's Checklist for Revising Your Paper

Writer: ______________________________ **Reviewer:** ______________________________

☐ 1. **Purpose** - Is the purpose of the piece evident?

☐ 2. **Main Point** - Find the main point and underline it.

☐ 3. **Support** - Can you find examples to support the main idea?
- Count them. How many can you find? ________

☐ 4. **Relevance** - Are all the points relevant? (i.e., Do all sentences support the main idea?) If not – cross them out.

☐ 5. **Structure** - Does each paragraph have one main idea?
- Does each paragraph have at least five sentences?

☐ 6. **Style** - Are the sentences varied in length?
- What verb tense did you use? Is it the same throughout?

☐ 7. **Word Choice** - Has the writer used the same word too many times?

☐ 8. **Proofreading** - Have you checked for:
  - ☐ Spelling
  - ☐ Punctuation
  - ☐ Capitalization
  - ☐ Subject/verb agreement

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

1. A Discerning Believer Formed in the Catholic Faith Community

a) illustrates a basic understanding of the **saving story** of our Christian faith
b) participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story
c) actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures
d) develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good
e) speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
f) seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship
g) understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey
h) respects the **faith traditions**, world religions and the life-journeys **of all people of good will**
i) integrates faith with life
j) recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witness to Faith)

2. An Effective Communicator

a) listens actively and critically to understand and learn in light of gospel values
b) reads, understands and uses written materials effectively
c) presents information and ideas clearly and honestly and with sensitivity to others
d) writes and speaks fluently one or both of Canada's official languages
e) uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life

3. A Reflective and Creative Thinker

a) recognizes there is more grace in our world than sin and that hope is essential in facing all challenges
b) creates, adapts, and evaluates new ideas in light of the common good
c) thinks reflectively and creatively to evaluate situations and solve problems
d) makes decisions in light of gospel values with an informed moral conscience
e) adopts a holistic approach to life by integrating learning from various subject areas and experience
f) examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society

4. A Self-Directed, Responsible, Life-long Learner

a) demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
b) demonstrates flexibility and adaptability

c) takes initiative and demonstrates Christian leadership
d) responds to, manages and constructively influences change in a discerning manner
e) sets appropriate goals and priorities in school, work and personal life
f) applies effective communication, decision-making, problem-solving, time and resource management skills
g) examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities
h) participates in leisure and fitness activities for a balanced and healthy lifestyle

5. A Collaborative Contributor

a) works effectively as an interdependent team member
b) thinks critically about the meaning and purpose of work
c) develops one's God-given potential and makes a meaningful contribution to society
d) finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good
e) respects the rights, responsibilities, and contributions of self and others
f) exercises Christian leadership in the achievement of individual and group goals
g) achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others
h) applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation

6. A Caring Family Member

a) relates to family members in a loving, compassionate and respectful manner
b) recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended
c) values and honours the important role of the family in society
d) values and nurtures opportunities for family prayer
e) ministers to the family, school, parish, and wider community through service

7. A Responsible Citizen

a) acts morally and legally as a person formed in Catholic traditions
b) accepts accountability for one's own actions
c) seeks and grants forgiveness
d) promotes the sacredness of life
e) witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
f) respects and affirms the diversity and interdependence of the world's peoples and cultures
g) respects and understands the history, cultural heritage and pluralism of today's contemporary society
h) exercises the rights and responsibilities of Canadian citizenship
i) respects the environment and uses resources wisely
j) contributes to the common good

CODING OF EXPECTATIONS

GRADE 9 ENGLISH, ACADEMIC

Literature and Reading Studies

Overall Expectations

L1V.01D	read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods
L1V.02D	demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays
L1V.03B	identify and explain the effect of specific elements of style in a variety of literary and informational texts

Specific Expectations

Understanding the Meaning of Texts

LI1.01D	describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias
LI1.02D	select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values
LI1.03B	describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts
LI1.04D	locate explicit information and ideas in texts to use in developing opinions and interpretations
LI1.05D	analyze information, ideas, and elements in texts to make inferences about meaning
LI1.06B	use specific references from a text to support opinions and judgements
LI1.07D	explain how readers' different backgrounds might influence the way they understand and interpret a text
LI1.08D	explain how the background of the author might influence the information and ideas in a text

Understanding the Forms of Texts

LI2.01D	use knowledge of elements of drama, such as plot and sub-plot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue and stage directions, to understand and interpret examples of the genre
LI2.02D	use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre
LI2.03D	use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre

Understanding the Elements of Style

LI3.01D	explain how authors use diction and phrasing to achieve particular effects in their writing
LI3.02D	explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing
LI3.03D	explain how authors and editors use design elements to help communicate ideas

Writing

Overall Expectations

WRV.01D	use a variety of print and electronic sources to gather information and explore ideas for their written work
WRV.02D	identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information
WRV.03D	use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work
WRV.04B	revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity
WRV.05B	edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation according to the conventions of standard Canadian English, specified for this course, with the support of print and electronic resources when appropriate

Specific Expectations

Generating Ideas and Gathering Information

WR1.01D	investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data
WR1.02D	locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic data bases
WR1.03D	group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material
WR1.04D	use the information and ideas generated by research to develop the content of written work

Choosing the Form to Suit the Purpose and Audience

WR2.01D	demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences
WR2.02D	select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work
WR2.02P	identify the specific audience for each piece of writing
WR2.04P	use the third person singular and an appropriate level of language in expository forms requiring objectivity

Organizing Ideas and Information in Written Work

WR3.01D	use a unifying image, mood, or voice to structure descriptive paragraphs or poems
WR3.02D	use changes in time, place, speaker, or point of view to structure narrative paragraphs
WR3.03D	use a single controlling idea and connecting words to structure a series of paragraphs

WR3.04D use key words from questions or prompts to organize ideas, information, and evidence in homework answers
WR3.05D structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence
WR3.06D provide an introduction, body, and a conclusion in written reports and short essays

Revising Drafts

WR4.01B revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity
WR4.02B revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language
WR4.03D make constructive suggestions to peers
WR4.04B consider reactions from teachers, peers, and others in revising and editing written work

Editing, Proofreading, and Publishing

WR5.01D identify sources of ideas, information, and quotations in writing and independent research projects
WR5.02B select the publication method or vehicle most accessible or appealing to the intended audience
WR5.03D assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth
WR5.04B edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

WR5.05D use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
WR5.06D construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases
WR5.07B identify and correct sentence fragments, run-on sentences, and comma splices
WR5.08B make compound subjects agree with verbs in simple and compound sentences
WR5.09B make pronouns agree with their antecedents in number and gender
WR5.10B use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing

Spelling

WR5.11B use knowledge of a wide range of spelling patterns and rules to identify, analyze, and correct spelling errors
WR5.12B use and spell homophones correctly
WR5.13B use the apostrophe correctly when spelling contractions and possessives
WR5.14B use a variety of resources to correct errors in spelling

Punctuation

WR5.15B use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses
WR5.16B adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry

Language

Overall Expectations

LGV.01D use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience

LGV.02B	use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role-playing, and reporting/presenting, for specific purposes and audiences

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LG1.01B	describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities
LG1.02B	identify and explain examples of slang, jargon, dialect, colloquialism, as well as of standard Canadian English, in literary texts and their own oral and written work
LG1.03B	identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins
LG1.04B	select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work
LG1.05D	recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including: • parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections • simple, compound, and complex sentences • components of sentences: subject, predicate, object, subjective complement, prepositional and participial phrases, main and subordinate clauses • agreement between subject and verb, and between pronoun and antecedent • consistency of verb tenses, and of voice
LG1.06B	recognize, describe, and correct sentence errors in oral and written language
LG1.07B	recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including: • spelling: homophones and possessive pronouns and adjectives • capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry • punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses

Developing Listening and Speaking Skills

LG2.01D	communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions
LG2.02D	communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others
LG2.03D	plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose
LG2.04D	use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations
LG2.05D	practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations
LG2.06D	explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school
LG2.07D	analyze their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance

Media Studies

Overall Expectations

MDV.01D	use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works
MDV.02D	use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect

Specific Expectations

Analyzing Media and Media Works

MD1.01B	demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works
MD1.02D	identify how elements of media forms are used in a variety of media works and explain the effects of different treatments
MD1.03D	compare and explain their own and their peers' reactions to a variety of media works
MD1.04D	identify factors that influence media production and distribution and explain the effect of these factors on specific media works

Creating Media Works

MD2.01D	adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation
MD2.02D	create media works for different purposes and explain how each has been designed to achieve its particular purpose
MD2.03D	create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience

Appendix 1.1 *(Storytelling Unit - Activity 1)*

Group Evaluation Checklist

Group Members:	
Task	

A) GROUP: (*Check one response for each)*

1. a) Did not get started. ☐
   b) Slow to start. ☐
   c) Started immediately. ☐

2. a) Did not remain on topic. ☐
   b) Remained on topic to some extent. ☐
   c) Remained on topic well. ☐

3. a) Did not cooperate. ☐
   b) Worked together to some extent. ☐
   c) Worked together quite well. ☐

B) 1. Did anyone dominate the group and not let others state their opinions? ☐ Yes ☐ No
2. Did anyone not participate? ☐ Yes ☐ No
3. Did members ask for and listen to each other's points of view and ideas? ☐ Yes ☐ No

C) How would you rate the group's performance? ☐ Could be better ☐ Satisfactory ☐ Very Good

D) How could the group work better next time?

Appendix 1.2 *(Storytelling Unit - Activity 1)*

Self-Evaluation

Evaluate your performance in your group using the following scheme:

ALWAYS = 2 SOMETIMES = 1 NEVER = 0

NAME:		**/2**	**SELF-REFLECTION**
A.	I started immediately.		
B.	I contributed my ideas.		
C.	I asked others for their ideas.		
D.	I helped others in the group to learn.		
E.	I asked for help when I needed it.		
F.	I checked to make sure everyone in my group understood the work.		
G.	I encouraged others to participate.		
H.	I praised others for their ideas.		
I.	I stayed on topic.		
J.	I helped others stay on topic.		
MY TOTAL EVALUATION IS:		**/20**	

Appendix 1.3 *(Storytelling Unit - Activity 6)*

CLASS PRESENTATION

PEER/TEACHER EVALUATION RUBRIC

	POOR	AVERAGE	GOOD	EXCELLENT	MARK OUT OF _____
Organization and Preparation	poorly prepared	acceptable	good preparation and effective	extremely well organized and prepared	
Use of Aids charts, models, samples, board	none used or ineffectual in the presentation	moderately well used, sometimes obscure	acceptable, mostly effective and well used	very vivid and effective	
Knowledge of Topic	limited	sometimes uncertain	knowledgeable	extremely knowledgeable	
Presentation Style	inadequate	adequate	interesting	outstanding	
Stimulates discussion and interest	none or minimal amount	some	involved and interested	extremely interested and totally involved	
Remarks					

Appendix 1.4 *(Storytelling Unit - Activity 7)*

EVALUATION SAMPLE

CREATIVE SHORT STORY ASSIGNMENT CHECKLIST

	LIMITED	SOME	CONSIDERABLE	THOROUGH
•main idea is evident				
•general understanding of purpose				
•plot development				
•writer is aware of his/her audience				
•logical development of ideas				
•well developed direct and indirect characterization				
•main idea is well developed				
•ideas in general demonstrate originality and insight				
•contains a well developed theme				
•writer has an awareness and use of literary devices, i.e., allusion, denouement - if appropriate, epiphany, foreshadowing, metaphor, simile, etc.				
•uses complete sentences				
•paragraph breaks and/or organization is evident				
•spelling accuracy				
•punctuation accuracy				

Note:

*All papers are assumed to have gone through the writing process and marks will also be allotted to **all** students for their process, i.e., prewriting, rough draft(s), editing, revision, conferencing, and publishing.*

Appendix 2.1 *(Novel Unit - Activity 2)*

RESPONSE JOURNAL ASSESSMENT SAMPLE

Student's Name:	**Date Assessed:**				
1. **Quantity** (responds regularly to readings)					
2. **Is aware of own responses** (feelings, attitudes, memories, questions, etc.)					
3. **Draws on text to explain/explore response**					
4. **Draws on personal experience to explain and explore response**					
5. **Makes connections with other texts**					
6. **Aware of text's strategies** (i.e., plot, setting, characters)					
7. **Aware of text as a whole**					
8. **Writes to explore, discover**					
9. **Experiments with different approaches to responding**					
10. **Writes in detail**					
Concluding Comments:					

Appendix 2.2 *(Novel Unit - Activity 3)*

NOVEL STUDY SAMPLE QUESTIONS

GENERAL INTENSIVE STUDY QUESTIONS: ALL NOVELS

1. Make up 5 interview questions for your main character(s), based on the events of the novel. Answer them.
   (15 marks)

2. Would you like the main character for a friend? Justify your answer.
   (5 marks)

3. Describe in detail the main setting(s) for your novel.
   (5 marks)

4. Plot: Select the scenes which created the most reader suspense/interest. *(Minimum of 5; Maximum of 10)*. Examine how the author creates suspense.
   (10 marks)

5. From which point of view is your novel narrated? (1st person, 3rd person limited or 3rd person omniscient?) *Why* or *why isn't* this an effective form of narration? Why do you think the author chose that particular point of view?
   (5 marks)

6. Along with anyone else who read your novel, discuss the reasons why your particular novel:
   a) is suited for teens **and/or**
   b) is not suited to/interesting for teens. **(5 marks)**

7. Themes: What message is the writer trying to convey?
   Do you agree with him/her?
   (5 marks)

TOTAL MARKS: 50

These questions are part of a major assignment and as such, you are expected to write the most complete answer of which you are capable.

Appendix 2.3 *(Novel Unit - Activity 4)*

ENGLISH 1D - NOVELS

VIDEO PROJECT EVALUATION SAMPLE

Process work: /15 Scriptwriting
/15 Rehearsals

Criteria:
- Contributes ideas
- Prepared for class
- Respectful of others
- Focused and on-task

Script Product: /30

Criteria:
- True to the original text
- Reasonably equal division of parts/roles
- Solid effort
- Well written - free from errors

Video Dramatization: /30

Criteria:
- Good characterization
- Voice and facial expression
- Familiarity with lines/memorization
- Projection and enunciation
- Pacing and timing
- Costumes, props & sets
- Overall effect

Appendix 2.4 *(Novel Unit - Activity 5)*

FORMAL ASSESSMENT CHART

	Focus	**Support**	**Organization**	**Style**	**Mechanics**
Superior Quality 4	Controlling idea is insightful and expressed clearly	Strong examples and explanations support the controlling idea effectively	Organization is evident throughout	Strong control of vocabulary, sentence construction and level of language	Skillful control of spelling, grammar and punctuation
High Quality 3	Remains on topic throughout States main idea and supporting ideas in introduction Relates conclusion directly to main idea	Examples, reasons and explanations are: -relevant -accurate -convincing -specific	Has effective introduction, body and conclusion Has unified paragraphs with topic, supporting, concluding sentences Paragraphs flow from one to the next and sentences are linked within the paragraph	Effective sentence variety Effective vocabulary: varied, accurate Formal level of language	No major errors Few minor errors
Acceptable Quality 2	Says something about the topic Remains on topic States main idea only indirectly Relates three supporting ideas only adequately	Examples, reasons, and explanations are: -partially relevant, appropriate -developed unsatisfactorily	Has introduction, body and conclusion Has topic sentence and some supporting sentences Some attempt to connect paragraphs and to make connections within the paragraph	Attempts sentence variety Attempt variety and accuracy in vocabulary Formal level of language generally	Some major errors Excessive minor errors
Unacceptable 1	Undeveloped main idea No connection of ideas	Examples, reasons, and explanations are: -vague -repetitious -inaccurate, illogical or absent	Introduction, body or conclusion missing Minimal or no paragraphing skills	Imprecise vocabulary Repetitive sentence structure Colloquialism, slang	Numerous major and minor errors interfere with communication
Mark:	**/4**	**/4**	**/4**	**/4**	**/4**
Comments					